University of Algiers2

Faculty of Letters and Foreign Languages

Department of English

The Absence of Interaction in Algerian University EFL Classrooms:

Students' preferences, Classroom Realities, and Affective Factors.

A dissertation submitted in partial fulfillment of the requirements for the degree of Magister in Linguistics/Didactics

Submitted by

Abderachid CHERIDI

Supervised by

Prof. BENSAFI Zoulikha

Academic Year 2014/2015

ExaminingBoard

- **Chairman:** Prof. Faiza BENSEMMANE, University of Algiers 2

- **Supervisor**: Prof. Zoulikha BENSAFI, University of Algiers 2.

- **External Examiner:** Prof. Fatma-Zohra NEDJAI, Ecole supérieure des beaux-arts d'Alger

Declaration

I hereby declare that this dissertation is exclusively the result of my own investigation, and that all ideas which do not belong to me in this dissertation are acknowledged for their original owners.

Date:
Signed: Mr. Abderachid CHERIDI

Acknowledgements

Thanks to ALLah, the most compassionate, the most merciful:

My faithful thanks and special gratefulness are addressed to my supervisor Prof. Zoulikha BENSAFI for her wise guidance, her enduring patience, and for the impulse of motivation she has endlessly revived in me to fulfil this study. If any success this study gains, it is certainly due to her wise assistance. She has always been a source of motivation and a powerful force behind my interest, my choice, and my completion of this study.

Thanks are also addressed to the members of the examining boardProf. Faiza BENSEMMANE and Prof. Fatma-Zohra NEDJAIwho have modestly accepted to allocate their time and their energy to read and evaluate this modest study. I am quite sure that reading this work has squeezed into their intensive agendas; nevertheless, they gratefully afforded their precious time to let itbe in their list of concerns.

I cannot forget all my colleagues who have never ceased to provide me with help where I needed and shared me my concern about the completion of this work.

Dedication

I am very thankful to both my small family and my bigger family for their patience with me during the whole process of this work. My mother should exclusively be addressed with most of my gratefulness and recognition. My sincere wish is that Allah would bless my dead father.

Thus, I feel that this work should exclusively be dedicated for:

- my patient mother
- my dead, blessed father
- my wife
- my pretty daughters, Maram and Wissam
- all my big family

Abstract

This study fits in the area of L2 classroom research. It attempts to address the topic of interaction in Algerian university EFL classrooms. The study hastwo major objectives: (1) exploring the extent of the presence or absence of interaction in Algerian university EFL classrooms, both in the form of students' belief structures or in the form of classroom practices; and (2) exploring and understanding the potential effects of the absence of interaction in university EFL classrooms on students' affective factors.

The findings showed that Algerian EFL students had high receptivity to the use of interaction as a pedagogical practice in their classrooms. The findings, however, showed that interactive practices were not sufficiently frequent in EFL classroom realities and that students' likes with regard to the use of interaction in their classrooms were not adequately satisfied. The findings also showed that the absence (or lack) of interaction in EFL classrooms had serious negative effects on students' affective factors, such as motivation, self-esteem, self-image, and even on their behavioural and disciplinary structures.

The findings of this study might constitute a reference of illumination for university L2 teachers in general (and EFL teachers in particular). This could be conceptualised at least in two ways. First, this study might illuminate L2 teachers with the fact that interactive practices are part of university L2 students' agendas and that organising non-interactive classrooms might lead to clashes between teachers and students' agendas of preferences. And second, L2 teachers might find the findings of this study a source for understanding many areas related to the motivational and disciplinary structures of their students since, for example, the absence of interaction was found to constitute a factor of disrupting affective factors of students during their learning processes.

List of abbreviations

EFL: English as foreign language

L2: Second Language

NNs: Non Native Speaker

NS: Native Speaker

RC: Radical Constructivism

SC: Social Constructivism

SCT: Socio-cultural Theory

SLA: Second Language Acquisition

Table of content

List of tables

General Introduction

General Introduction

Seemingly, the topic of interaction has almost become a constant chapter in any research or discussion with regard to modern second language (L2) classrooms. Almost there is no occasion in which L2 classroom is under discussion without referring to the significance of interaction as a key to second language acquisition (SLA). Concepts such as negotiation, feedback, cooperative work, collaboration, among others, are frequently advised as keys to L2 classrooms. This brilliant status of the concept of interaction for L2 teaching and learning practices has pushed much of research to seek evidence about the role of interaction in enhancing and promoting SLA, mainly in formal contexts i.e. in classrooms. A bulk of empirical studies has been so far conducted in search for this sake and major conclusions having been drawn from such or such empirical studies have often led into positive ends to the extent that the interest now is not in whether interaction benefits SLA or not, but it is in what ways interaction provides this service to SLA (Mackey, 2007).

In general terms, research addressing the significance of interaction for L2 classrooms could be sorted out from three major perspectives: (1) from a linguistic and communicative perspective, in the sense that interaction is believed to be a key to enhancing and developing linguistic and communicative competences of L2 learners (Pica, 1996; Mackey, 2007; Long, 1985); (2) from a sociocultural perspective, in the sense that learning as a mental function is believed to be enacted via social interactions (Vygotsky, 1978; Lantolf, 2000; Lantolf and Thorne, 2006); and (3) from a constructivist perspective in that interaction is believed to put the learner in an active position in the process of learning and that social dimensions of the students are preserved along with cognitive and communicative ones. (von Glasersfeld, 1983).

However, though much empirical evidence has been so far provided to support the claim that interaction is a key to SLA, still it could be assumed that this amount of evidence might not have covered all aspects of SLA. That is, there might be many other ways in which the significance of interaction could be checked, and thus this needs more evidence via research. Presumably, at least three major limitations

regarding research concerned with the significance of interaction for SLA could be assumed to suggest the need for further verification through empirical studies:

(1) Interaction has usually been recognised as being significant for SLA based on evidence on 'the merits of its presence' but with less evidence on 'the effects of its absence' in SLA classrooms.
(2) Evidence on the significance of interaction has been usually more focused on 'linguistic matters' but less on non-linguistic factors, more precisely on 'affective factors'.
(3) The significance of interaction has often been addressed regardless of the specificity of each cultural context where SLA is addressed, mainly in terms of culture-bound beliefs about its importance for classrooms.

In fact, within the frame of the three major assumptions mentioned above, and regarding the well-established recognition of the significance of interaction for SLA classrooms as stated in SLA theory and research, this study attempts to approach the concept of interaction with regard to EFL (English as a Foreign Language) classrooms at Algerian universities. Two inclusive aims were put forward for this study.

The first objective was to explore EFL classroom realities at Algerian universities with relevance to the presence or absence of interaction as a pedagogical practice. The phrase 'classroom realities' here is used at two levels: a conceptual level and a practical level. The conceptual level would refer to the type of perceptions held by university EFL students about the significance (or the instrumentality) of interaction for their classroom learning processes. However, the practical level would refer to the extent of the presence or absence of interaction in the form of classroom practices.

The second objective of this study, however, was to explore and to understand 'whether' and 'how' the absence (or lack) of opportunities of interaction in EFL classrooms might impact on students' affective factors, a smilingly interesting area that might need further empirical verification in the field of SLA pedagogy.

Research questions

The two objectives of the study mentioned above were translated in two major questions which were put forward as follows:

1. To what extent is interaction present (or absent) in EFL classrooms at Algerian universities, both in students' conceptual framework and in their classroom practices?
2. Does the absence (or lack) of interaction has any effects on students' affective factors? How?

The following section spells out the general rationale behind this study, in terms of the personal and the professional motives underpinning this study, as well as the significance of its subject and its objectives for pedagogical purposes. Along with all the following stages of the study, the terms SLA and L2 learning will be used exchangeably regardless of any difference of meaning between them in operational terms. Negotiation and interaction will also follow the same principle.

Rationale

As stated above, two major objectives were put forward for this study: the first objective was to explore the extent to which the concept of interaction was present or absent in Algerian university EFL classrooms, both in terms of students' beliefs and in terms of classroom practices, while the second objective was to explore and understand whether and how the absence of interaction in university EFL classrooms might impact students' affective factors. The following text will spell out the significance and the motives behind addressing these objectives and the questions that embodied them.

Motives behind the study

In fact, my interest in addressing the topic of interaction in the Algerian EFL classrooms was underpinned by two major motives. One motive was personal, related

to personal interests in the area of didactics in general sense, and in L2 diactics in narrower sense. Whereas, the other motive was professional, based on my interest in trying to add something to SLA research related to the significance of interaction for L2 classrooms.

The personal motive, then, was my interest in the area of didactics in general and in L2 didactics in the narrower sense. This motive was strengthened by my profession itself, as I had been a teacher of English for a considerable number of years in Algerian state schools, mainly at Secondary School.

For me as a teacher, the topic of interaction was one of the key terms I was frequently encountered with since it was highly frequent in schools, in staff rooms, in training cycles, and seminars, even though with different labels and terms. This is mainly with the new generation of didactic ideas and concepts which was introduced into the educational system in Algeria along with the recent reforms to the educational system to conform with the international educational norms. Inherent to these new reforms are concepts such as interactive teaching and learning, interactive classrooms, collaborative or cooperative learning, among others. Interaction then was a frequent concept, though not explicitly with this same term, that would automatically require a special attention for me along with my career.

The second motive, i.e. the professional motive, of this study, however was based on my observation to some areas that might presumably need further verification via research with regard to the instrumentality of interaction for L2 education.My limited readings gave me the impression that I could add something of value to the bulk of research addressing the concept of interaction in SLA, at least from the Algerian cultural perspective. In other words, it seemed to me that though much empirical evidence in SLA research and theory had been provided to support the claim that interaction is a key to SLA, still it was for me possible that such amount of evidence might not have sufficiently covered all aspects of L2 teaching and learning practices. That is, many aspects of L2 learning might need more evidence to confirm (or to check) the significance of interaction in the field of L2 education.

According to my limited readings, I noticed that at least three major aspects might need further evidence in research related to the significance of interaction in L2 learning, and that addressing these three aspects would contribute to the provision of evidence on the significance of interaction as a pedagogical practice in L2 classrooms in general, and EFL classrooms in particular.

The first aspect, as it seemed to me, was that the significance of interaction in SLA theory and research had been usually addressed regardless of the specificity of each single cultural context. By the specificity of each cultural context, I would mean, for example, culturally-based beliefs and perceptions about the significance of interaction as a pedagogical practice, mainly among L2 student themselves. That is why, as part of this study, along with my interest to explore the extent to which interaction was present or absent in EFL classroom realities, I tried to check whether the concept of interaction itself was echoed in the conceptual framework of Algerian students themselves; that is, whether or not Algerian students were ready and receptive to have their learning done through interactive practices.

As such, the first question of this study turns around my interest in exploring the extent to which the concept of interaction was present in the Algerian university EFL classrooms, both at the conceptual level and at the practical level.

By ‘conceptual level’ I specifically mean whether Algerian university EFL students were or were not conceptually ready to the implementation of interactive teaching and learning practices in L2 classrooms. Students’ conceptual readiness to the concept of interaction could be understood here in terms of the extent to which interaction was or was not included in their agendas of preferences with respect to their EFL classroom learning processes from a specifically Algerian cultural perspective. This is because, as Tomlinson (2005) puts it, there is the challenge of the extent of possibility that certainuniversal methodological principles and procedures could be generalised acrossdifferent social and cultural contexts.

It might follow, then, thatthe wide recognition of the significance of interaction for L2 classrooms might be a culture-bound issue and thus might differ from one cultural (and educational) context to another, in which the Algerian context might be no exception.

By ‘practical level’, however, I mean the extent to which interaction was present or absent in Algerian university classrooms practices; that is, whether and to what extent Algerian university EFL classrooms were or were not based on interactive practices. Hence, the combination of these two levels (conceptual and practical) would mean that I intended to find out about whether the wide recognition of the instrumentality of interaction for SLA, as articulated in SLA literature and research, was or was not echoed in the Algerian university EFL classrooms, both conceptually and practically.

The second aspect that I presumably noticed to need more evidence in research is the way the significance of interaction for SLA had usually been approached in L2 research. More precisely, it seemed to me, for example, that studies concerning the role of interaction in L2 learning had often dealt with the merits of the presence of interaction in classroom practices and neglected the opposite possibility which is how the absence of interaction might affect language learning.

Presumably, addressing the effects of the presence of interaction in L2 classrooms is undoubtedly of great importance, but conversely addressing the effects of its absence might be more beneficial. One reason at least could justify this claim, which is that having evidence on the merits of a certain teaching and learning practice might not necessarily imply that it is an indispensable factor for successful learning. That is, we might gain empirical support for a given pattern of teaching and learning practices but at the same time we might find that the absence of these same patterns of practices does not disrupt learning effectiveness.

This could, probably, be explained by revisiting the history of the bulk of teaching methods which have been devised for L2 education; empirical evidence was each time in favour of new innovated methods of teaching but none of these methods

has ever proved its merits to be all time there (Allwright and Bailey, 1991). In other words, none of these methods, as patterns of teaching and learning practices, has recurrently proved its merits to be a constant factor in classrooms.

Following Allwright and Bailey (1991), it could be put that the subsequent flow of methods of L2 teaching since long time, has hardly provided any clear evidence to assertively confirm that the absence of a given method, or its replacement by another new method, has ever disrupted learning effectiveness. Probably this is what has led to the distrust in method-oriented pedagogy, as Allwright and Bailey (1991) reported.

Likewise, probably, interaction (though not a teaching method in full sense) might follow the same principle; empirically speaking, the significance of interaction has usually been addressed in terms of its presence and not in terms of its absence in L2 classrooms. That is, the significance of interaction for SLA has been usually associated with the merits of its presence in classrooms, but hardly with the kind of effects of its absence. This might give reason to suggest that the effects of its absence might be worthy of being investigated, at least as same as the merits of its presence in classrooms. In few words, if exploring the effects of the presence of interaction is indicative of the degree of its significance for L2 learning, then exploring the effects of its absence might be indicative of the extent of its indispensability (or dispensability); seemingly a deeper indication of its significance.

However, addressing the effects of the absence (or lack) of interaction on L2 learning might be approached at many levels as same as addressing the merits of its presence for SLA. One of these levels represents the third aspect which I noticed to need more evidence through research addressing the concept of interaction in SLA.

This third aspect that I noticed is that the effects and the role of interaction had usually been more focused on linguistic matters and less on non-linguistic factors, mainly on affective factors of L2 learners. That is, evidence collected through most prominent studies usually involved aspects of how interaction contributed to enhancing L2 learning development in terms of formal aspects of language, such as

learners' grammatical accuracy, pronunciation, comprehension and communicative skills, among others (Pica, 1996; Swain, 1995). Cognitive aspects also, such as memorisation, retention, internalisation…etc, had been addressed as assisted by interaction (Vygotsky, 1978; Lantolf and Thorne, 2006). However, what seemed to lack enough attention and empirical evidence for me was the significance of interaction from an affective and emotional perspective. In other words, it seemed to me that students' feelings had not received enough attention in the bulk of research related to the significance of interaction in L2 classrooms.

Admittedly speaking, assuming that research on the role of interaction has totally ignored non-linguistic factors of L2 learning could be a sort of injustice and anecdotal prejudice. However, revisiting, at least, the most prominent works which have dealt with the role of interaction in L2 learning, such as Long's (1985) Interaction Hypothesis, Swain's (1995) Output Hypothesis, and even Vygotsky's (1978) Sociocultural Theory (SCT), among others, which usually represent the reference of most research about interaction, could give some reason for considering that affective aspects of L2 learning were not, at least explicitly, addressed in such prominent works. Presumably, all these prominent works, along with others, tried to correlate SLA with the concept of interaction, but most of the time this correlation was each time either from a linguistic and communicative perspective, or from a cognitive perspective. Seemingly, less interest was made to correlate the concept of interaction with L2 learners' feelings and emotions, such as motivation, attitudes, self esteem…etc throughout learning processes.

In conclusion, the combination of the last two aspects that I noticed, as stated above, suggested to me that evidence on the role of interaction in SLA, in its holistic picture, had been focused more on the effects (or the merits) of (1) the presence of interaction on (2) linguistic and communicative development of L2 learning, but less on the effects of (a) its absence on (b) affective factors of L2 learners.

Following this conclusion, therefore, the second question of the study was put forward whereby my intention was to find out about whether and how the absence of

opportunities of interaction in EFL classrooms might impact on students' affective factors?

Aims of the study

Through asking the two questions above, this study would have addressed the following aims:

a- Exploring the extent of receptivity amongst Algerian university EFL students to interactive classroom practices during L2 teaching and learning processes. In other words, this aim was related to exploring the significance of interaction from a culturally-bound perspective; whether the widely recognised significance and instrumentality of interaction for L2 learning, as stated in SLA theory and research, would apply to the Algerian context, or it would be a context-free subject.

b- Exploring the Algerian university context in terms of the extent to which EFL classrooms were or were not interactive. That is, this aim was to have a general picture about EFL classroom realities, i.e. in terms of real practices with regard to interactive L2 teaching and learning.

c- Exploring and understanding whether and how the lack or absence of interaction could affect university EFL students' affective factors. In other words, the aim was to know if the bulk of evidence provided in L2 research about the significance of interaction for L2 learning would justify to recommend that interaction be a constant variable in L2 classrooms or that interaction was only one of the choices that could be set apart.

Significance of the study

This study is intended to be of considerable significance essentially for L2 university teachers. This intended significance can be conceptualised at least in two facets. One facet of this significance would be basically relevant to the Algerian context, while another might be context-free.

The first facet of significance is that it would provide some illumination about the Algerian L2 educational reality at university levels, both in terms of perceptions and in terms of practices. By perceptions I mean that this study would benefit in telling educators at university levels about how interaction, a major concept in modern L2 theoretical paradigms, is being perceived by students from the Algerian cultural perspective. This would tell if the concept of interaction is as important for the Algerian students as it is widely recognised across-cultures and in L2 literature. This bit of illumination would benefit teachers, for example, in their decisions and choices with regard to their teaching styles and classroom practices. Being aware of the patterns of beliefs and perceptions amongst students with regard to how teaching and learning should be like might be of great help for teachers so that they would not fall in clashes between their own and their students' agendas with regard to the shape of L2 teaching and learning processes.

The second facet of significance intended from this study is that understanding whether and/or how the absence of interaction might affect L2 affective factors at university levels would help educators know the extent to which the use of interaction would or would not be a fundamental and indispensable pattern of their teaching practices in L2 classrooms. That is, if the absence of interaction were evidenced, for example, to have negative impacts on the motivational potential of students, then that would mean that teaching practices should be assertively interactive both in the Algerian context and in similar contexts in terms of students' perceptions of the importance of interaction in L2 classrooms.

In sum, the findings of this study are intended to be a source of illumination about the significance of interaction and the effects of its absence both in Algerian reality and in similar contexts. This is in addition to the extent of its presence or absence in the Algerian EFL context.

Organization of the Dissertation

Now we turn to present a general view about the organisation of this study. Three chapters build up the whole body of the study.

Chapter one presents theoretical backgrounds underlying the concept of interaction in L2 teaching and learning. This Chapter takes in charge to present and explain how interaction has been advocated and supported by a solid rationale in theory so that it has become considered as a key to L2 learning. This solid rationale is embodied by three major theoretical perspectives with regard to the need for interaction in L2 classrooms. These perspectives were presented under three headings as follows: (1) the need for interaction from a sociocultural perspective; (2) the need for interaction from a linguistic and communicative perspective; and (3) the need for interaction from a constructivist perspective.

Chapter two spells out the methodology used for this study. This chapter takes in charge a detailed presentation and explanation of different aspects of methodology in terms of: type of research, instruments used for data collection, their procedures and the rationale behind their use and organisation. In addition, this chapter explains how data collected through instruments were analysed.

Chapter three presents the findings of the study in terms of their presentation, discussion, analysis and interpretations. It also shows relevance of implication of the findings within the field of L2 education.

So far, we have been concerned with the first phase of this study concerned with the presentation of the topic, the research questions, the rationale behind the study, and the organisation of the study. Now we turn to address both the theoretical and practical phases of the study; I mean the review of literature then the process of the study in terms of methodology, findings and analysis.

Chapter one:
Review of literature

Chapter One: Review of Literature
Interaction in Theory

1. Introduction

The role of interaction, in all its forms, is prominent in most perspectives on second language acquisition (SLA)(van Lier: 2000).Probably, one reason behind its prominence in the field of SLA is that it receives wide theoretical support from multiple perspectives on SLA; that is, it derives support from a wide range of theoretical frameworks provided for language learning (LL). This multiplicity of theoretcial frameworks seems to provide the concept of interaction with a solid rationale .

To explain this, it could be assumed that, at least, three powerful propositions lay behind the belief that interaction is a vital pedagogical practice in language learning. These propositions combinesociocultural, linguistic, and epistemological perspectiveswith respect to (language) learning. These three perspectives could be summed up as follows:

1- Sociocultural perspective: there is a strong interweaving between psychological and social-cultural worlds of the individual in the process of learning (Vygotsky, 1978; Lantolf, 2000; Lantolf and Thorne, 2006).

2- Linguistically-based perspective: there is a great importance of language production through interaction for second language (L2), or foreign language (FL) learning development and communicative proficiency (Pica, 1996; Mackey, 2007; Long, 1985).

3- Epistemological (constructivist) perspective: knowledge is a subjective and idiosyncratic construction of propositions about the world undertaken by each single individual, and not a set of objective facts to be transmitted from one to another. Therefore, interaction provides opportunities for individuals to

construct their own versions of knowledge, perspectives and hypotheses about the world.(von Glasersfeld, 1983).

In fact, in spite of the differences in the areas of focus of each of these perspectives with regard to the role of interaction in L2 learning classrooms, it could be assumed that all these perspectives might meet at a central concept, suggested by Allwright (1984), which is the concept of 'learning opportunities'. In other words, interaction, unlike non-interactional perspectives, provides classroom participants with maximum opportunities to satisfy their diverse needs in classrooms. Allwright (1984, cited in Allwright and Hanks, 2009: 87) posits:

> I believe it helps if we look at language lessons as co-produced events in which all the participants are simultaneously involved in the management of interaction and, ipso facto, in the management of their learning. Following this line of thought, we can look upon language lessons as sets of learning opportunities, some deliberate but many incidental, all created through the necessary processes of classroom interaction. It should now be easier to see why the relationship between teaching and learning is problematic. What the learners do learn is presumably limited by the learning opportunities that are made available to them. But the provision of learning opportunities is not just determined by the teaching. The teaching is just one factor (though sometimes a powerful one) in the overall process by which lessons happen and learning opportunities are created.

In fact, though Allwright's suggestion, that interaction provides maximum opportunities for L2 classroom, seems to be more focused on linguistic aspects of learning, stillthat the concept of opportunities could be extended to cover more aspects of L2 learning, be it cognitive, emotional or social. In other words, if interaction provides L2 students with opportunities to develop their linguistic competencies, it may also provide them with similar opportunities to develop and satisfy their affective and social needs as social beings before being students.

The following step will be the presentation of how L2 classrooms are believed to benefit from the adoption of interaction as a pedagogical practice, from the three major perspectives mentioned above: from a sociocultural perspective, from a linguistic perspective, and finally from a social and constructivist perspective. In other words, this chapter will show what opportunities interaction could provide for L2 classrooms from different theoretical perspectives.

1.1. The Need for Interaction from a Sociocultural Perspective

This section is designed to present the rationale behind the concept of interaction from a sociocultural perspective as addressed in L2 literature.

1.1.1. What is sociocultural theory?

Socio-cultural perspective, also referred to in the literature with several labels such as the interactionist perspective or Social Constructivism (SC), is in fact a general concept which provides a social-cultural framework to learning processes and learning environments. In other words, it is a perspective which provides a psycholinguistic explanation for how learning can be fostered effectively through interactive pedagogical practices, and which emphasises that we learn not as isolated individuals, but as active members of society; that means that learning takes place in a socio-cultural environment and that learners are active constructors of their own learning environments (Brown, 2000; Wilson and Lianrui,2001;Lantolf ,2000; Hall and walsh, 2002; Lantolf and Thorne ,2006).

Central to the sociocultural perspective in relation to L2 learning, thus, is that language learning development begins in our social worlds and then is transformed to our psychological worlds (Vygotsky, 1978). In other words, through our repeated participation in activities with others who are more knowledgable or experts, we build up our individual knowledge and abilities (Hall and Walsh , 2002). It follows that learning is better fostered by organising interactive classrooms where the learner is provided with a social environment where s/he can participate with other participants

(teacher and peers)as well as with the material itself in the way of constructing his/her own version of knowledge.

Brown (2000) describes social interaction from a social constructivist perspective in that it emphasises

> the dynamic nature of the interplay between teachers, learners, and tasks, and provides a view of learning as arising from interactions with others (43).

In this sense, Lantolf and Thorne (2007 as cited in Menezes,2013: 406) put:

> SCT is grounded on a perspective that does not separate the individual from the social and in fact argues that the individual emerges from the social interaction and as such is always fundamentally a social being.

These characteristics are probably what distinguish interactionist perspectives from other theoretical frameworks such as behaviourist views and cognitive views.According to Ellis (1985), within the realm of theoretical frameworks regarding language learning, the socio-cultural perspective to teaching and learning mediates between behaviourism and cognitivism. Ellis (1985) discusses the origins of interactionist view of language acquisition and situates it as a form of reconciliation between two extremist views; that of behaviourism, which"emphasises the importance of linguistic environments, which is treated in terms of stimuli and feedback"(129), from one hand, and the nativist view which "minimises the role of input and explains language development primarily in terms of the learner's internal processing mechanisms"(129). Hence, according to Ellis (1985):

> the interactionist view sees language development as the result of both input factors and innate mechanisms. Language acquisition derives from the collaborative efforts of the learner and his interlocutors and involves a dynamic interplay between external and internal factors (129).

This is perhaps what Vygotsky(1986, as cited in Swain, 2009: 135) means as he puts :

> cognitive processes arise from the interaction that occurs between individuals. That is, cognitive development, including presumably language development, originates on the inter-psychological plane. Through a process of appropriation, what originated in the social sphere can be represented intra-psychologically, that is within the individual.

1.1.2. Vygotsky and the socio-cultural theory

It is widely recognised in the literature that the Sociocultural Theory is tightly linked with the works of the Russian psychologist L. S. Vygotsky,who is reported to have revolutionised the field of education through his psychological insights that has attempted to establish a specific connection between social environments and cognitive functioning potentials (Lantolf and Thorne,2009). Vygotsky's framework is generally incorporated in some of his prominent concepts such as mediation, internalisation, scaffolding, self-regulation and the zone of proximal development (Vygotsky, 1978). It is through such concepts that Vygotsky tried to explain how learning and other mental functioning processes would take place. But central to all of these concepts is that they are, according to Vygotsky, enacted in the social environments before being transformed into psychological events in human minds. This is perhaps what could be inferred from one of his propositions, which is widely cited in works elaborating on his thoughts, and which summarises how both the sociocultural and cognitive worlds unite to give rise to learning. In this widely cited proposition, Vygotsky (1981, as cited in Ohta, 2000: 53-4) states:

> Any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and

> the development of volition… [I]t goes without saying that inter internalisation transforms the process itself and changes its structure and functions. Social relations or relations among people genetically underlie all higher functions and their relationships.

It is in this way that Vygotsky emphasizes that learning is socially enacted through social interactions between the individual and the environment. In other words, this means that learning as a mental function is socially mediated by socio-cultural interactive patterns.

1.1.3. How does interaction benefit learning from a sociocultural theory?

Probably, the central foundation,upon which stands the assumption that language learning stems from social interaction, is embedded in two major concepts established by the originator of the theory, Lev Vygotsky (1978): *mediation* and *the zone of proximal development*. Through these two concepts, Vygotsky and his followers have tried to explain how socially-organised practices mediate language learning.

Indeed, as many works have been devoted to explain Vygotsky's socio-cultural concepts and elaborate on them for teaching and learning purposes, then these two concepts- *mediation* and the *zone of proximal development*are widely explained by Vygotsky' s proponents. One example of attempts to explain and to elaborate on Vygotsky's socio-cultural theory and its philosophy with regard to the need for interaction in L2 learning can be found in Lantolf and Torne (2009).

1.1.3.1. Interaction and Mediation

Mediation is a psychological mechanism whereby mental functions, such as learning, are believed to be activated from external factors embedded in socio-cultural interactions between the learner and his context. In other words, learning according to

this mechanism, is a psychological process in the individual but it is socially mediated (Vygotsky, 1978).

Lantolf and Thorne (2009) explain how learning is socially mediated according to the Vygotskian perspective. According to Lantolf and Thorne (2009), from a Vygotskian perspective, mental functions, say learning, take place through a transformative process in which what happens in social interactions is actively reorganised at a psychological plane within the individual. This transformative process, according to Lantolf and Torne (2009), which results in mental activities (e.g. learning), comes through culturally-based activities in the form of participation of the individual in his environment. In this sense, Lantolf and Thorne (2009)posit:

> participation in culturally organised practices, life-long involvement in a variety of institutions, and humans' ubiquitous use of tools and artefacts (including language) strongly and qualitatively impact cognition development functioning (1).

This interconnectedness between participation in culturally organised practices and mental functioning is referred to by Vygotsky as mediation which is, as Lantolf and Thorne (2009) define it:

> the process through which humans deploy culturally constructed artefacts, concepts, and activities to regulate (i.e. gain control over and transform) the material world or their own and each other's social and mental activities (79).

Accordingly, mediation of learning through social participation and interactive activities leads to internalisation which is defined by Vygotsky (1978:) as "the internal reconstruction of an external operation"(56)

Vinegar (1997, as cited in Lantolf and Thorne, 2009) defines internalisation as "a negotiated process of development that is co-constructed both intra and interpersonally" (154-5).

Internalisation, as Lantolf and Thorne (2009) add, takes place through a central mechanism which is imitation, being an active process in that it is "not a mindless copying activity, but an internal complex and potentially transformative process" (176).

This would, probably, mean that learning is an active imitation of social environments in the form of idiosyncratic reconstructions of reality in the individual mind.

In short, Lantolf and Thorne (2009) explain Vygotsky's perspective of learning within a socio-cultural perspective as:

> the interweaving of our cultural and biological inheritances gives rise to higher mental functions- that is functions such as memory, attention, rational thinking, emotion, and learning and development that come under the intentional and voluntary control of the person (59).

Adjacent to the concepts of mediation and internalisation, interaction in Vygotsky's theory is also embedded in another widely famous concept which he calls the '*zone of proximal development' (*Vygotsky*:* 1978*).*

1.1.3.2. Interactionand the 'zone of proximal development'

Another concept which Vygotsky (1978) has put forward to situate (language) learning as a social construction is what he calls the*"zone of proximal development"*(1978: 86). The concept of the *zone of proximal development* in Vygotsky's terms (1978) is:

> the distance between the actual developmental level [of the learner]as determined by independent problem solving and the level of potential

> development [of the learner] as determined through problem solving under adult guidance or in collaboration with more capable peers(86).

By this, Vygotsky would mean that any learner has two levels of ability with regard to performing a certain task or solving a certain problem; one, being in the present time, is represented by what the learner can do 'alone without help of others', based on his/her own prior experiences. The second is defined in terms of his/her potential ability to learn in the future 'with the help of others', being a teacher or other peers i.e. the help of a social environment in a larger sense. In other words, this zone is situated between what a learner can do alone and what s/he cannot do alone .

As such, Vygotsky emphasises the importance of environmental assistance for dealing with new challenging concepts or solving novice difficult problems (for the learner) which Vygotsky situates in the zone of proximal development. These challenges could be overcome, according to Vygotsky, by the learner only with external assistance i.e. through interactions between the learner and other participants, teachers and peers in educational terms.

Vygotsky's zone of proximal development, thus, is one of the major concepts behind the emphasis on the role of interaction in learning. To explain, Vygotsky (1978) proposes that:

> An essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal development processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement (90).

We could infer from Vygotsky's proposition that interaction with others is a prerequisite for knowledge construction to occur as a psychological process in the learner. And as such, it seems thatVygotsky tries to situate learning as taking place

between cognitive factors and social factors. This is probably what Mvuduu and Thiel-Burgess (2012) mean as they put:

> [Vygotsky]tries to set the bias of Piaget's view of learning in that while Piaget's emphasis was centred too closely on the internal processes of individuals, Vygotsky (1978) viewed cognitive development primarily as a function of cultural, historical and social interaction rather than of individual construction (110).

In this sense, Vygotsky (1978) further clarifies:

> From the very first days of the child's development his activities acquire a meaning of their own in a system of social behaviour and, being directed towards a definite purpose, are refracted through the prism of the child's environment. The path from object to child and from child to object passes through another person. This complex human structure is the product of a developmental process deeply rooted in the links between individual and social history (30).

This has been a general presentation of how the significance of interaction for L2 teaching and learning practices has been conceptualised from a sociocultural perspective. A perspective which attempts to assert that L2 learning as a mental function is enacted and mediated by socially-organised learning environments.

The next step will be a general review of how the concept of interaction has been advocated from a linguistic and communicative perspective as an essential practice for the development of L2 learning; that is, how L2 learning is believed to develop through interactive pedagogical practices, mainly through the two major forms of interaction: negotiation and feedback.In general sense, this perspective is concerned primarily with the benefits that interaction might provide for L2 learning development from a practical perspective.

1.2. The need for interaction from a linguistic and communicative perspective.

From a purely linguistic and communicative perspective, interaction, in all its forms, such as negotiation, collaboration, feedback…etc, has been recognised as a crucial factor in the development of language learning. Its significance is usually attributed to the roles it plays in enhancing learning, such as assisting comprehension, resolving communicative problems, checking or confirming understanding, testing personal hypothesis about language , as well as providing opportunities to remedy input and output breakdowns (Long, 1985; Swain, 1995; Pica, 1996; Mackey, 2007). The field of language teaching and learning is now crowded with theoretical claims and empirical evidences about the significant roles of interaction. These roles of interaction are manifest, at least, in two forms: negotiation and feedback.

1.2.1. Negotiation

Negotiation is one form of interaction viewed as a basic practice for enhancing language learning development. In the literature negotiation has been defined in many ways.

One broad and inclusive definition was suggested by Harris (2011)as:

> trying to make sense of what you know, combining what you think you know and listening to what someone else is saying and coming out with your interpretation or understanding. It is questioning your own thinking or the thinking of others (13-4).

Whatever definition is assigned to the concept of negotiation, at least the following assumptions are believed in the literature to justify why interaction, in the form of negotiation, should be there in language classroom contexts:

1. From interaction rises comprehension through speech adjustments (Long, 1985; Mackey, 1999; Foster and Ohta, 2005).
2. Through negotiation learners satisfy their needs (Pica, 1996);

3. Through interaction rises attention and noticing of gaps in one's interlinguage and output (Schmidt, 2010; Swain 1995; Mackey, 2007)
4. Through interaction, learners scrutinise their own hypotheses about language, notice the gaps in their learning and reflect on their own learning (Swain 1995, 2009; Mackey, 2007)
5. Through negotiation learners move from fluency to accuracy (Mackey, 2007)
6. Through negotiation arises feedback that serves to remedy learning breakdowns (Reza et all, 2009)

The following step is going to be an attempt to demonstrate how the six (6) assumptions above have been advocated in the literature to support the claim that interaction in the form of negotiation serves language learning development.

1.2.1.1.From interaction arises learning through speech adjustments

One hypothesis about the significance of interaction in language learning development is that negotiation helps learning to rise from speech modifications between interlocutors. Long's (1985) Interaction Hypothesis is one of the major contributions in this sense.

Long's hypothesis has gained a significant position within the theory of interaction in language learning. It evolved according to Mackey (1999) from work by Hatch (1978) on the importance of conversation to developing grammar and from claims by Krashen (1985) that comprehensible input is a necessary condition for SLA.

Long (1985) argues that interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need(Mackey, 1999).Long observed that conversations involving NNSs [non native speakers] exhibited forms that did not appear to any significant degree when only NSs [native speakers] were involved. For example, confirmation checks, comprehension checks and clarification requests are

prepared throughout conversations in which there is a nonproficient NNS participant (Zhang, 2009).

According to Saeedi (2013):

> It was Long (1980) who made an important distinction between modified input and modified interaction. This interaction had special features which helped the participants negotiate meaning (namely, comprehension checks, confirmation checks and clarification requests) (236).

The Interaction Hypothesis claims that learning development is basically based on speech modifications of both the speaker and the listener. In other words, it is through interaction that speakers and listeners (teachers and learners in educational sense) would have the opportunity to be exposed to each other's messages, and that for these messages to be understood, they need to experience certain adjustments.Foster and Ohta, (2005) define such speech adjustments as:

> the attempts of learners and their conversation partners to overcome comprehension difficulties so that incomprehensible or partly comprehensible input becomes comprehensible through negotiating meaning(405).

To put it more simply, when second language learners face communicative problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language (Saeedi, 2013) because through negotiation certain adjustments are made by learners to incomprehensible input or output in the course of communication in order to overcome comprehension breakdown (Lee, 2001, cited in Reza et al, 2009: 114). The result of these adjustments is that, as Reza et al, (2009) put it:

> a piece of language that was not comprehensible before, now becomes comprehensible as a result of negotiation work and thus can be incorporated into the learner's target language repertoire(247).

Interactional modifications as, Reza et al, (2009) add elsewhere:

> help to make input comprehensible, provide corrective feedbacks, and assist learners in modifying their output (109).

While Fang (2010:) comments :

> the crux of Long's (1980) argument for the adjustments-to-comprehension relationship is the question of how input is made comprehensible to the learner. One way is to modify the interactional structure of discourse through negotiated interaction between speaker and listener (13).

This interactive negotiation of meaning "facilitates comprehension and the developments of L2 (second language)" (Saeedi, 2013: 236).

The modifications that arise during negotiation take three major forms, according to long (1983, cited in Allwright and Bailey, 1991: 23-4). These are comprehension checks, confirmation checks, and clarification requests:

> 1) A 'comprehension check' is the speaker's query of the interlocutors to see if they have understood what was said: Do you understand?' or 'Do you get what I am saying?'
> 2) A 'confirmation check' is the speaker's query as whether or not the speaker's (expressed) understanding of the interlocutor's meaning is correct: 'Oh, so are you saying you did live in London?'
> 3) A 'clarification check' is a request for further information or help in understanding something the interlocutor has previously said: 'I don't understand exactly. What do you mean?'

Mackey (2009) gives an example to show how negotiated interaction may be operating to facilitate L2 development. According to Mackey (1999: 558), in this example the NNS [non-native speaker] does not understand the word glasses. The

word is repeated by the native speaker (NS), the original phrase is extended and rephrased, and finally a synonym is given.

> NS: There's there's a a pair of reading glasses above the plant.
> NNS: A what?
> NS: Glasses reading glasses to see the newspaper?
> NNS: Glassi?
> NS: You wear them to see with, if you can't see. Reading glasses.
> NNS: Ahh ahh glasses glasses to read you say reading glasses.
> NS: Yeah.

As such, negotiation is a process that attaches the thread between teacher's input, student's output, and consequently mutual comprehension.This is perhaps what Long (1996, as cited in Foster and Ohta ,2005 : 406) means by his statement :

> negotiation for meaning, and especially negotiation work that triggers interaction adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways.

In this way mutual understanding or mutual comprehension is reached in that negotiation digs out message impasses between speakers, and therefore it invites the need for further modifications at the level of utterances.

Based on Long's hypothesis, Fang (2010) and van Lier (2009) sum up the principles and benefits of negotiation in classrooms in few words. Fang (2010) infers:

> Long's (1980) proposal went as follows: First, we need to show that comprehension promotes acquisition, and second, we need to show that conversational modifications lead to better comprehension (14).

van Lier (2009: 248) counts three benefits of negotiation upon second language acquisition (SLA):improved comprehensibility of input, enhanced attention, and the need to produce output

However, Brown (2000) interprets the influence and benefits of Long's Interaction Hypothesis in larger terms further than its benefits in linguistic and communicative terms. Brown (2000) puts that this hypothesis has brought three major new perspectives into the field; one new perspective regarding classroom learning environments which has become no longer seen as settings where teachers and learners meet, but a dynamic environment where opportunities of participation and contributions are provided. One other perspective, according to Brown (2000) concerns both the material and the curriculum in that they should be adapted to interactive classrooms. The third perspective concerns conceptualizing both teaching and classrooms, in that they have become no longer linear and predictable, but rather they are unpredictable in terms of what arises from teaching and learning processes themselves. This is probably what could be inferred from his statement:

> The other side of the story is that Long's Interaction Hypothesis has pushed pedagogical research on SLA into a new frontier. It centers us on the language classroom not just as a place where learners of varying abilities and styles and backgrounds mingle, but as a place where the contexts for interaction are carefully designed. It focuses material and curriculum developers on creating the optimal environments and tasks for input and interaction such as that the learner will be stimulated to create his or her own learner language in a socially constructed process. Further, it reminds us that the many variables at work in an interactive classroom should prime teachers to expect the unexpected and to anticipate the novel creations of learners engaged in the process of discovery. Brown (2000: 288).

1.2. 1.2.Negotiation satisfies learners' needs

Pica (1996) addresses the importance of negotiation, as a form of interaction, in that it satisfies learners' needs. Pica (1996), in this sense, claims that language learning through interaction might be viewed as:

> the interaction of several learner needs- the need to understand an L2 and to express it across modality with accuracy and appropriateness (3).

It could, probably, be understood from Pica's words, that interaction benefits learners both in terms of input and output. At the level of input, it helps clarifying input and then it facilitates understanding. At the level of output, it pushes learners to modify their utterances to meet understanding and accuracy.

Pica (1996: 6-10) sums up learners' needs in that learners:

1- need understanding a language and to express it across modality, with accuracy and appropriateness in context;
2- need to access grammatical categories represented through constructs such as nouns or verbs and to access grammatical functions such as subject and object;
3- need data on L2 form and its relationship to function and meaning; and,
4- need data as they construct or set their interlinguage

Pica (1996), with regard to these needs, claims that negotiation could satisfy these needs in the following ways:

a. Negotiation assists comprehension of messages between the speaker and the listener
b. Negotiation brings salience to form-meaning relationships and this may also address the analytical process of segmenting message data into L2 units.
c. Negotiation provides learners with feedback that is made usable and useful and is accomplished in several ways, including target-like models of learner utterances, which facilitate the learner's production of modified output, in

addition to recasts (immediate responses that reformulate, expand, and are semantically contingent to incorrect learner utterances) as well as feedback through reduced repetitions of learner errors.

d. Negotiation also provides learners with a context for their production of modified output, particularly when signals are clarification requests and open questions rather than confirmation checks or segments.

1.2.1.3. Interaction and 'noticing the gap' hypothesis

One major claim usually advocated to assert that interaction in its all forms, negotiation, collaboration, and feedback, is fruitful in language learning, is the assumption that interaction provides learners with opportunities to scrutinize their interlinguage comparatively with the second language L2 input. That is, interaction provides learners with opportunities to consciously compare their own interlinguage with the input they are exposed to. This, accordingly, is believed to drive learners to notice potential gaps between their output and input. This is usually referred to in the literature as the 'noticing the gap' hypothesis (Schmidt, 2010; Swain 1995, 2009; Mackey, 2007).

The concept of 'noticing' was created by Schmidt (1990) in his two hypotheses, Noticing Hypothesis and 'noticing the gap' hypothesis (1990). Schmidt (2010) sees that Noticing Hypothesis implies that:

> input does not become intake for language learning unless it is noticed, that is, consciously registered (721).

However, the second hypothesis, the 'noticing the gap' hypothesis, which is slightly different from the first one, implies, according to Schmidt (1990):

> the idea that in order to overcome errors, learners must make conscious comparisons between their own output and target language input (724).

As such, noticing in the first hypothesis is related to learning in general, while noticing in the second hypothesis is more specifically related to learning through responding to different forms of feedback. In other words, in the Noticing Hypothesis Schmidt emphasizes the importance of conscious learning which is embodied by attention to the target language input, or as he explains in terms of "the claim that learner must attend to and notice linguistic features of the input that they are exposed to if those forms are to become intake for learning" (ibid: 724). However, the second hypothesis, probably, concerns one specific aspect of learning which is adjusting language output on the part of the learner after noticing the breakdowns in his/her output , especially after receiving feedback from the teacher.

The ‘noticing the gap’ hypothesis was a conclusion that Schmidt drew after a case study which involved his personal experience with language learning. In reporting how the 'noticing the gap' hypothesis was developed, Schmidt (2010) refers to a case study on his own experience with learning of Portuguese for some time in Brazil in the 1980s. Schmidt reports that reflections on his own experience led him to notice that he received a great deal of feedback from native speakers but that was useless for his learning because he didn’t consciously notice he was being addressed with feedback. In his terms, Schmidt (2010) reports:

> although I was frequently corrected for my grammatical errors in conversation with native speakers, in many case this had no effect because I was unaware that I was being corrected (724).

This suggested, as Schmidt states, the hypothesis of noticing the gap which has become since then an influential concept usually addressed in relation with defending the assumption that interaction is fruitful in language learning, in that it provides opportunities for learners to notice the gap between their interlinguage and the input they are exposed to. One figure who has had a great deal with this concept is Swain (1995).

1.2.1.4. Three functions of negotiation; noticing the gap function, hypothesis testing function, and metalinguistic function

Swain (1995) argues for the benefits of interaction in that it pushes learners to produce language in the form of output and thus it provides them with opportunities to revisit their hypotheses about the target language, to introduce remedy to erroneous output and to reflect on their own learning of the target language. This according to Swain helps learners move from linguistic fluency to linguistic accuracy. In other words, through interaction and negotiation of meaning, learners discover problems in their target language syntax, and thus they can correct them. Menezes (2013:406) comments on Swain's (1995) Output Hypothesis in that Swain "goes against Krashen's (1985) radical position towards the role of input".

In Output Hypothesis, Swain (2000) claims that practicing the language helps learners observe their own production, which is essential in SLA, in that producing language by learners through interaction provides learners with an opportunity to re-examine and scrutinise their interlanguage and this lead them to remedy their linguistic gaps. As such, According to Swain, through production, a learner can move from focus on fluency to focus on accuracy; from focus on meaning to focus on form. This happens, according to Swain, through three major functions of output in the process of language learning, and which are related to accuracy and not to fluency. These functions according to Swain (1995: 118) are:

1- The noticing gap/ triggering function, or what might be referred to as its consciousness-raising role
2- hypothesis-testing function; and
3- the metalinguistic function, or what might be referred to as the'reflection' role

As far as the first function is concerned, Swain (1995) hypothesizes that output gives rise to 'noticing' , which means according to her that "in producing the target language learners may encounter a linguistic problem leading them to notice what they do not know or know partly" (129).

By this, she would probably mean, for example, that producing language through interaction, dialogue and negotiation, will uncover for speakers and listeners the areas where something is missing at the level of linguistic formal accuracy, that is syntax in general sense. Following Swain's words, we could put that if multiple samples of sentences are produced by learners and the teacher in an interactive way, then this might give opportunities for each learner to contrast his own production with those of the others (mainly with that of the teacher) and thus his/her consciousness will be raised with regard to the accuracy or inaccuracy of his/her own linguistic forms. This is why, probably, Swain calls this as 'consciousness-raising role'. In her words:

> the activity of producing the target language may prompt second language learners to consciously recognise some of their linguistic problems, it may make them aware of something they need to find out about their L2 (ibid: 129).

The second function of output (or negotiation), according to Swain (1995), is hypothesis-testing role. Swain argues that the hypotheses held by learners about how language works can only be tested through production, in spoken or written forms. This, according to Swain (1995), takes place when there are errors which happen in the learner's written or spoken production in that, as she explains:

> to test a hypothesis, learners need to do something and one way of doing this is to say or write something (131).

Swain (1995) further claims that research evidence shows that

> output in the form of negotiation gives rise to many conversational moves such as clarification requests and confirmation checks which are essential for SLA(131).

The third function that output plays in enhancing learning, according to Swain, is the metalinguistic function. That is to say, through producing the language learners might have the opportunity to reflect on their own learning. In other words, through interaction using the language, learners think critically about how their learning is going on and then would reflect on how language should be produced. In Swain's (1995) words:

> when it is argued that a function of output is to test hypothesise, it is assumed that the output itself is the hypothesis. That is, the output represents the learner's best guess as to how something should be said or written (132).

Swain explains further:

> under certain conditions, learners will not only reveal hypothesises, but rather reflect on them, using language to do so. It is this 'level' of output that represents allowing learners to control and internalise it… Learners negotiate meaning, but the content of that negotiation is language form, and its relation to meaning they are trying to express; they produce language and then reflect upon it. They use language to 'negotiate' about form" (ibid: 133).

In general terms, Reza et al (2009) summarise Swains' perspective as follows:

> Swains' comprehensible output hypothesis rests on the premise that learners' modifications of their output and their pushed output trigger syntactic processing, testing hypothesis, and developing automaticity that support interlanguage development. Therefore, ongoing identification of difficulties in 'negotiation of meaning' stimulates learners' to repair conversational breakdowns particularly when learners become sensitive to feedback and scaffolding (Skehan, 1998) provided to them (109).

1.2.2. Feedback

Naturally, concurrent with negotiation as an aspect of interaction is another linguistic move being feedback. In this sense, Mackey (2007) highlights these two major aspects of interaction, negotiation and feedback, as having significant role in language learning development.

For Sagarra (2007), two of the factors that account for the benefits of conversational interaction on L2 learning are:

> the feedback that learners receive when they produce incorrect utterances and the consequent modifications they make to their output (229).

Mackey (2007) defines feedback as:

> the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances (14).

According to Mackey (2007), feedback in this sense can be conceived of in two forms: implicit feedback such as clarification requests, confirmation checks, repetitions and recasts occurring during interaction; and explicit feedback which consists of more explicit corrections and metalinguistic explanations.

1.2.2.1. Feedback reconciles between understanding and accuracy

Feedback is believed to provide a great service to L2 learning in that it reconciles between understanding and accuracy. According to Mackey (2007), negotiation provides opportunities for learners to respond to different forms of feedback from others about the comprehensibility and accuracy of their linguistic output. In other words, negotiation puts learners in a situation where they discover whether their linguistic output is comprehensible or not comprehensible for other

interlocutors. The result is that this situation provides learners, as Mackey (2007) adds, with "the impetus to focus more carefully on the forms of their utterances" (14).

As such, we can conclude from Mackey's (2007) words that negotiation for meaning has two major benefits: reaching understanding and leading learners to drive their linguistic utterances towards more formal accuracy. Perhaps this second benefit is what Ross-Feldman (2007) means by the statement:

> one of the key features of interaction is that it provides learners with an opportunity to attend to matters of linguistic form in the context of communication (57).

Reza et al (2009) respond to the role of corrective feedback (CF) in language learning in that it provides opportunities for self and peer repair of breakdowns in learner's interlanguage and output. In this sense they state:

> teacher provision of negative feedback invites student-generated repair (self- or peer-repair). Specific issues related to opportunities for student-repair are features of negotiation addressed in a number of classroom-based studies. These features, namely, *clarification request, repetition of errors, comprehensionchecks, elicitations, and metalinguistic clues* portray a process which engages learners actively in drawing on what they already know. In addition to increasing the opportunities for student-generated repair, these features, sometimes characterized as "negotiation of form", provide "opportunities for learners to proceduralize target-language knowledge" (Lyster, 1998 b: 53) and they occur only when teacher indicates the occurrence of a formal error. CF could thus provide opportunities for learner corrections, and if there is no reaction on the part of the learner, no negotiation has taken place; consequently, there is a topic continuation (109-10)

Mory (2004, as cited in Arnaiz and Huntley, 2011: 93) claims that instructional feedback provides students with information that either confirms what they already know or change their existing knowledge. While Arnaiz and Huntley(2011) distinguish between teacher feedback and peer feedback, and to make up for the insufficiency of teacher feedback, they suggest:

> one possible solution is for instructors to capitalise on peer feedback as an instructional strategy, requiring students to provide feedback to one another while simultaneously encouraging greater levels of interaction. In this way, instructors could be spared from evaluating large numbers of students postings, yet still provide ample instances of formative and summative feedback. Students, on the other hand, would still receive the feedback they require in order to access their progress in the online environment (93-4).

Rosalia and Llosa (2009, cited in Arnaiz and Huntley, 2011: 94), claim:

> Peer feedback provides students with a greater awareness of audience, more practice in understanding as well as empathetic support to the process of writing (Arnaiz and Huntley, 2011: 94).

1.2.2.2. Forms of feedback

Feedback, as an aspect of interaction, has been recognised to take place through many ways during teaching and learning processes. Lyster and Ranta's (1997, cited in Reza et al , 2009: 118-9) named six (6) distinctions of different types of corrective feedback (CF) that can be used by teachers to respond to students' errors. They are as follows:

- *Explicit correction:* refers to the explicit provision of the correct form by the teacher as teacher clearly indicates that students have made an incorrect from.
- *Recast:* As mentioned before, recast can be defined as the teacher's reformulation of all or part of a student utterance minus the error.

- *Clarification Request:* teacher's indication to students either that their utterance is ill-formed or that their utterance has been misunderstood by teacher.
- *Metalinguistic feedbacks:* This type of CF contains metalinguistic comments, information, or questions that raise the learners' awareness of the erroneous utterances, without teacher explicit provision of correct form. This means metalinguistic feedback points to the nature of error but attempts to elicit the information from the students. Grammar explanations or lexical paraphrases are typical to metalinguistic feedback.
- *Elicitation:* Elicitation refers to techniques used by teachers to elicit the correct form from the students. Teachers strategically pause to allow students to complete the utterance or "fill in the blanks" or reformulate their utterances.
- *Repetition:* Another possibility for student self-correction is use of repetition as negative feedback. Teachers repeat, in isolation, the students' errors, usually adjusting their intonations to highlight the errors.

This has been a general review of how interaction in its two major aspects - negotiation and feedback- have been advocated in literature as essential for L2 learning, from a linguistic point of view, as mentioned earlier. In general terms, development of L2 learning in linguistic and communicative terms is believed to benefit from interaction in that both negotiation and feedback processes drive learners to discover the impasses and breakdowns of their learning of target language and help them overcome any putative inadequacy of their learning both via input observations and output amendments. Negotiation might be the optimum way to drive learners to critical observations of the linguistic input they are exposed to. While feedback might be the optimum way for driving them to tune their interlanguage to fit with the received input of the target language. However, it might be worthy of being mentioned that both negotiation and feedback might play the roles exchangeably.

The following step will be the presentation of another perspective with regard to the claim that interaction is essentially needed for L2 learning:the need for interaction from a constructivist perspective.

1.3. The Need for Interaction from Constructivist Perspective

So far we have been discussing how the concept of interaction has been supported by many claims, but still these claims seem to be more linguistically-focused. In other words, all the claims that have been introduced through the most prominent works such as that of Long (1985), Swain (1995), Mackey (2007), Pica (1996)…etc could be claimed to be more focused on the importance of interaction for learning a L2 in terms of linguistic and communicative competencies.

In fact addressing the significance of interaction for non-linguistic purposes would lead to focus attention on the social dimension of learning, of learning environments and of classroom participants themselves. In other words, it would lead to address, for example, how interaction provides opportunities for classroom participants to generate diversity of standpoints, to tolerate multiplicity of perspectives, and thus to share voices, to share power, and to promote a democratic culture in the classroom. That is, the significance of interaction could be dealt with in terms of social relationships and social environments of learning. Radical Constructivism (RC) provides a theoretical framework that recognises social dimensions of L2 learning. This could be understood first through understanding the concept of constructivism and its major principles, and therefore how it justifies the need for interaction in (classrooms) learning.

1.3.1. What is constructivism?

Radical constructivism is basically an epistemological perspective; I mean a perspective that tries to explain the nature of both knowledge and learning themselves. Von Glasersfeld (1989) defines constructivism as:

> a theory of knowledge with roots in philosophy, psychology, and cybernetics … [and which] asserts two main principles: that knowledge is not passively received but actively built up by the cognising subject [the learner], and that the notion of cognition is adaptive and serves the

> organisation of the experiential world, not the discovery of ontological reality (1).

Using Glasersfeld's definition, it follows thatConstructivism is a theory which rejects the assumption that knowledge is a set of objective facts to be transmitted by teachers and received by learners;instead, it conceptualises knowledge as a subjective interpretation of each single learner himself.

Jordan (2004) puts:

> One thing constructivists seem to have in common is their total opposition to the idea of objective truth …[and that] it is when we come to the epistemological underpinnings of modern constructivist thinkers that we are back in radically relativist territory (65).

Two major principles characterize knowledge in the constructivist perspective according to Jordan's (2004) statement: subjectivity and relativity. And these principles are clear in the works of pioneers to constructivism.

1.3.2. Principles of Constructivism

Von Glasersfeld is believed to have originated the theory of Constructivism. Thus, a critical review of his works might bring us to infer the major tenets of this theory and, thus, how it might justify the claim for the concept of interaction in L2 education. According to Von Glasersfeld (1980, 1981, 1983, 1989, 1991) we could infer that knowledge from a constructivist point of view entails the following propositions:

- Knowledge is a personal and subjective interpretation of the reality by the individual and not objective facts to be transmitted to him/her.
- Learning is an active construction of the learner's own version of knowledge by himself and not a passive process of transmission and reception of facts between teachers and learners.

- Learners are not empty cans or repositories to be filled in with knowledge but rather they are active contributors in the construction of knowledge.
- Knowledge is not transferable and teacher's role is not to disperse truth, but to guide learners in their conceptual organisation of reality.
- The function of cognition is adaptive seeking to fit new bits of knowledge into already established body of constructed ones.
- The concepts, ideas, hypotheses and theories a learner constructs can survive only if they have the power to fit into the constraints of other concepts and theories.
- Learning is a private activity but it is socially enacted. That is, learning is both a personal and social activity.

In fact, all the principles above together could be put under two major headings: (1) that knowledge is viewed as an idiosyncratic construction of each individual student and (2) that learning is viewed as an active process of knowledge construction by students themselves. It follows that, in a constructivist classroom versions of understandings and hypotheses, ideas and concepts are as variant and multiple as the experiences of individuals since"everyone constructs his own understanding of the world in which he lives" (Rahimi & Ibrahim, 2011: 91). This would also imply that both the learning material and learning processes should not be limited to a unique perspective, which is usually presented by the teacher. Rather, it should be open to multiple perspectives provided by different learners each in his/her own standpoint, say in his/her own interpretive framework (Taber, 2010).

1.3.3. Principles of constructivism and the need for negotiation

In fact, recognising diversity and multiplicity of perspectives might imply the need for negotiation as a key to reconcile these divergent perspectives. In other words, both the content of learning (i.e. knowledge) and its processes (i.e. learning procedures) should be negotiated by classroom participants. Negotiating knowledge means giving opportunities for students' personal voices to be heard, while negotiating learning processes implies sharing decision-making by classroom participants. The

combination of having voices heard and sharing decision-making implies to have a democratic classroom.

1.3.3.1. Students' voice?

Including the voice of the teacher and the student in today's classroom to create a supportive and productive learning environment is one of the most essential challenges educators struggle with today (Richardson, 2001). Student voice is centrally important in democratic science education (Barton et al, 2011). Johnson (1991, as cited in Richardson, 2001: 7) defines student voice as:

> any activity in which students exercise any degree of control or communicate their feelings.

Shannon (1993, as cited in Cook-Sather, 2006:5) puts it:

> Voice is the tool by which we make ourselves known, name our experience, and participate in decisions that affect our lives.

David Jackson (2005, as cited in Manefield, et al, 2007: 5) posits:

> student voice is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in our schools.

In general terms, student voices provide active and meaningful learning experiences (Barton et al, 2011) which means 'validating and authorising them to represent their own ideas, opinions, knowledge and experiences throughout education in order to improve our schools' (Fletcher 2005, as cited in Manefield, et al, 2007:5).This meaningful involvement of students is manifest in the form of opportunities for students to become active participants in their education, including making decisions about what and how they learn and how their learning is assessed (Manefield, et al, 2007). As such, the importance of student voice is that it enables

students to become partners in their education (Fletcher: 2014). Students' voice as partnership is taken in charge by constructivist learning as Rahimi & Ibrahim (2011:) assume:

> The students aspiring to have a voice will find constructivism a good approach against which they can scientifically and rationally examine the process in which they are located at the center (101)

1.3.3.2. Students' voice and the need for interaction:

From a constructivist perspective, interaction could promote student voice, at least from three major ways: (1) that it promotes an active learning, (2) that it promotes collaborative construction of knowledge, and (3) that it digs out and investigates in students' prior knowledge and experiences.

From a constructivist perspective, therefore, one way, in which interaction could ensure opportunities for student's personal voice is that through interaction students are placed at an active position in the process of learning. By active position, I mean to engage the student in constructing knowledge by himself rather than to maintain him/her at the position of receiving what the teacher transmits to him (Glasersfeld, 1983).

A major theme in the theoretical framework of constructivist learning is that learning is an active process in which learners connect new knowledge and skills to existing ones and, thus, construct new ideas or concepts based upon their current and past knowledge. (Manefield, et al, 2007 ; Westwood, 2008; Taber, 2010; Le Cornu, 2005; Jia, 2010; Cooperstein & Kocevar-Weidinger, 2004; Sjober, 2007; Can, 2009; Jin, 2011; Sessoms, 2008; Solomonidou, 2009).

Interactive learning means that students are active participants in the learning process (Sessoms, 2008). That is, through interaction learning becomes an active process rather than a passive accumulation of knowledge.

Active learning, from a constructivist point of view, takes place through interactive practices,or as Jones (2002) puts it, active learning takes place through student-centeredness

Brinner (1999, cited in Jordan, 2004) puts:

> Constructivist learning is based on students' active participation in problem-solving and critical thinking regarding a learning activity which they find relevant and engaging

For Bruner (1996, as cited in Manefield, et al, 2007 :4) active learning should be achieved through the engagement of learners and teachers in what he describes as:

> an active conversation that involves finding out what students already know, linking new knowledge to existing knowledge and experience, allowing student responses to drive lessons and change strategies, and encouraging and accepting student initiative.

Another way in which interaction could promote student voice is that interaction sets students to collaborate in the construction of knowledge. Collaborative learning entails working together, building knowledge together, changing, evolving and improving together (Dooly, 2008). And since collaboration requires togetherness, then negotiation between classroom participants might be the optimum way for knowledge to come out as a co-construction. That is, by listening to all students' voices together with their teachers, classroom participants (students and teachers) play the role of mediators for collective knowledge production (Kao, 2010).

Interaction could also serve the promotion of student's voice in that it helps digging out and investing in students' prior knowledge and experiences. That is, since new learning builds on prior knowledge (Cooperstein & Kocevar-Weidinger, 2004), then it is necessary to help dig out these experiences into the surface.

Resnick, (1989, as cited in Richardson, 2003: 1624) states:

> the general sense of constructivism is that it is a theory of learning or meaning making, that individuals create their own new understandings on the basis of an interaction between what they already know and believe and ideas and knowledge with which they come into contact.

As such, since building on prior knowledge is a core-stone of constructivist learning, then this presupposes, according to Mvuduu and Thiel-Burgess (2012), that teachers should take into account what students know and then build on this knowledge and allow students to put their knowledge into practice. Apparently, taking into account what students know is optimally achieved through interaction that digs out students' prior knowledge and experiences. Digging out students' prior knowledge helps them construct their own knowledge through opportunities for contrasting what they already know to what they are presented with to be learned, or in Brinner's, (1999) terms:

> by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs. (Brinner, 1999: as cited in Jordan, 2004: 65).

1.3.3.3. Sharing decision-making

The concept of student voice could be tightly related to the concept of sharing decision-making in classrooms. Since constructivist classroom incorporates multiple voices and standpoints, this multiplicity should not be narrowed to the issue of perspectives with regard to what is being learned (i.e. knowledge and ideas). Rather it could be understood in terms of perspectives with regard to how to learn (i.e. learning procedures and processes). Therefore, negotiation might be the key to reconcile between divergent standpoints regarding decision-making about how teaching and learning should be shaped.

1.3.3.4.. Negotiation and sharing decision-making

Sharing decision-making in the classroom may take many forms, but one of its major aspectswhich involve the need for negotiation is relevant to making decisions about what and how to learn in classrooms (Breen and Littlejohn, 2005). Sharing decisions in this sense might better be achieved through negotiation in the classroom. Breen and Littlejohn(2005) call negotiation about what and how to learn as ‘procedural negotiation’.

Procedural negotiation, according Breen and Littlejohn (2005) has relevance to language classroom because such learning occurs in the social context of the classroom. According to them, procedural negotiation holds less focus on meaning than on revealing agreement. In other words, it occurs in order to avoid clashes of agendas between participants with respect to teaching and learning management. This means that participants negotiate to reach agreement about decision-making regarding such issues as the purpose of work, its particular focus or content, and the ways in which it will be undertaken in the classroom group. Breen and Littlejohn (2005) see that through negotiation, alternative assumptions and interpretations are made clear, the range of achievements and difficulties in the work are identified, and preferences and alternatives in ways of working can be revealed and chosen so that the teaching-learning process within a class can be as effective as possible.

1.3.3.5. The value of sharing voices and sharing decision-making in L2 classrooms

Sharing voices and negotiating decision-making in the classroom would result in a democratic classroom where rights are preserved for sharing power and recognising individual identities. For Basu & Barton (2010), an elementary key to democracy is the notion of having rights. In this sense, Sharp (2013: 42) explains the notion of democratic classrooms as "the recognition of a child’s and a teacher’s rights in the classroom".

One example of rights in the classroom is to have one's voice heard and valued. Sharp (2013) depicts a democratic classroom as:

> one in which students have a voice in their learning and where teachers acknowledge the interests of the students. By providing students with a say and respecting their thoughts, teachers help encourage students to value the democratic process (44).

Another example of rights in a democratic classroom is the right to property (Basu & Barton, 2010). A classroom which provides the right to property is a classroom where students, according to Davis (2010), feel the sense of ownership, become stakeholders in the process, and then learn in ways that are more enduring and applicable to life.

For Cook-Sather(2006):

> having a voice—having presence, power, and agency—within democratic, or at least voting, contexts means having the opportunity to speak one's mind, be heard and counted by others, and, perhaps, to have an influence on outcomes (5).

A further example of rights in democratic classrooms is the recognition of individual identities. Cummins (2009) puts:

> teacher-student interactions, and other interactions within the learning community, create an interpersonal space within which knowledge is generated and identities are negotiated … [and that] how students are positioned either expands or constricts their opportunities for identity investment and cognitive engagement (264-5).

Sharing power is another right preserved in a democratic classroom. According to Richardson (2001: 13), empowerment is comprised of enabling experiences and the opportunity to display competencies. For Cummins (2009):

> the term empowerment can be defined as the collaborative creation of power. Students in these empowering classroom contexts know that their voices will be heard and respected. Schooling amplifies rather than silences their power of self-expression (263).

For Sharp(2013):

> power provides the core concepts for redefining the nature of social control and its relationship to a classroom's structural dynamics (43).

1.3.3.6. Democratic (interactive) classrooms and classroom participants' wellbeing.

Apparently, democratic (interactive) classrooms in which voices are heard and decisions are negotiated have many benefits for its participants, mainly for students. A major benefit is that democratic classrooms are more expected to provide warm learning atmospheres free of disciplinary disruptions. Waterman (2014) posits:

> most of the problems in the classroom result from power struggles between teachers and students. The battle for power between teachers and students can cause discipline and motivation issues. It seems obvious that both those students who challenge authority and those who do not do their work want more power (1).

The notion of discipline in democratic classrooms has been addressed by Richardson (1990) in relation with the two concepts of compliance and motivation. For Richardson (1990) democratic classrooms are more expected to foster motivational factors amongst students and thus to foster less disruptive behavioural reactions on the part of students.

Richardson (1990) addresses the concept of democratic classrooms by contrasting the two concepts of compliance and motivation. Richardson (1990)

assumes that teaching based on the concept of motivation- when we do something because we prefer to do that thing- is better than teaching based on compliance – when we do something because another person wants us to do that thing, even though we would prefer not to do so.Therefore, for Richardson (1990), seeking compliance of students by teachers is an anti-social, coercive and authoritative technique which, as he says:

> leads to negative affective responses to both the teacher and the subject matter at least in the short-to-medium time period (182).

Instead, Richardson (1990) suggests using more pro-social techniques based on choice and which foster long-term motivation because, as he justifies:

> the real focus of education must be on shaping the motivation of students for the rest of their lives, not gaining the students' compliance for a few minute, hours, or days (182).

For all these considerations,Morrison (2009: 114)recommends that "people who are or will be teachers need to experience a democratic education".

In sum, the major notions mentioned above; student voice, negotiating decision-making, sharing power, and democratic classrooms, do all depend on interaction and negotiation between classroom participants, teachers and students. In order that students can have their voices heard, they need opportunities of negotiation with heir teachers and their peers. They negotiate what is being learned and how they want to learn. That is, they negotiate decisions about their learning. In doing so, they are sharing power with other participants, teachers and peers. If classroom practices give students these opportunities of being heard and of sharing power in the classroom, then that means that the classroom is democratic. A democratic classroom is more expected to provide participants with opportunities to enjoy warmth and wellbeing.

1.4. Conclusion

So far, in this chapter we have been concerned with showing how SLA literature has addressed the concept of interaction and the rationale behind its instrumentality for L2 classrooms from different perspectives.

First, interaction has been addressed from a socio-cultural perspective as the mediator of mental functioning, among which L2 learning. Then, it has been addressed from a purely linguistic and communicative perspective in that interaction enhances the development of L2 learning in terms of linguistic and communicative competencies. And finally, it has been addressed on epistemological and social basis, on a constructivist perspective in precise terms. From this perspective interaction has been conceptualised as the optimum way through which learning becomes active, knowledge is idiosyncratically and collaboratively constructed, as well as it is the optimum way to ensure classroom participants' rights in terms of ensuring the presence of their voices, in terms of providing them with opportunities for sharing power and opportunities to enjoy democratic classrooms.

The whole story of the instrumentality of interaction in general, and negotiation in particular, in fulfilling all these objectives in L2 classrooms could be that interaction maximizes opportunities for classroom participants; opportunities for activating mental functioning, opportunities for better L2 learning, in addition to opportunities to enjoy personal and social dimensions of learning in classrooms.

As such, it could be put forward that interaction has gained a solid rationale in SLA theory and research.In fact, such a solid rationale, which takes in consideration linguistic, cognitive, as well as personal and social dimensions of L2 learning and learners, might constitute an adequate motive for this study to check if this highly recognised status of interaction is echoed in the Algerian L2 educational context. Therefore, part of the practical phase of this study tried to explore the extent to which the significance of interaction was situated in the Algerian university EFL classrooms. This was as stated earlier at two levels: the conceptual level and the practical level.

The first research question of this study was the guiding line of this phase of the study.Seeking an answer to the second research question of this study, however, was an attempt to cast light on another area related to the significance of interaction for SLA, being whether and how the absence of interaction in EFL classrooms might impact students' affective potential. This area is assumed in this occasion as being inadequately addressed in SLA research and theory including the three theoretical perspectives presented above. Generating evidence on these two areas of interest, then, will constitute the subject matter of the next chapters of this study.

Chapter Two: Methodology

Chapter Two: Methodology

2.0. Introduction

This chapter is designed to describe the methodology that was used both to collect and to analyse data for this study. As far as data collection is concerned, the methodology involved defining the type of research, defining and describing the instruments of data collection and their aims, with explaining the rationale behind the use of these instruments. This is in addition to the type and number of participants involved in data collection and reasons behind the selected sample of participants. However, concerning data analysis, the methodology involved the steps and procedures followed to describe and analyse data collected by the research instruments. That is, how data collected were analysed both quantitatively and qualitatively, in addition to the procedures used to interpret the findings of the analysis both for the qualitative and quantitative data collected.

2.1. Type of research

This study is quasi-qualitative. Its aim was both to explore how often interaction was present in our university EFL classrooms and to understand how the absence of interaction could impact EFL learner's affective factors (motivation, attitudes…etc). Therefore, we focused both on quantitative and qualitative data collection and analysis. And since we needed both to generalise and to understand, two instruments were used. One is quantitative, the other is qualitative.

2.2. Instruments: description and rationale

For the sake of data collection, two instruments were used for this study: a close-ended questionnaire and four sessions of focus groups (group discussions). The following steps will involve the description and the rationale of both instruments, in general and in more detailed terms.

2.2.1. The questionnaire: general description

Here is a general description of the questionnaire used for the collection of quantitative data of the study. Before all, it includes the source of the questionnaire. Then it includes the number and labels of the scales of questions, and the number of items in each scale. In addition, the description shows how the questionnaire was designed for participants' responses, how many sections were designed to receive these responses and the objectives of each. This is in addition to the general objectives of the whole questionnaire.

2.2.1.1. Source of the questionnaire

The questionnaire was an adapted version from Social Constructivist Learning Environment Survey (SCLES), found in Luckay (2010: 165-178). The original version was designed to measure the extent to which classroom learning environments were socially-organised and the extent to which these environments involved constructivist teaching and learning practices. And as the aim of this study intersected with the aims of this original version in many points, in that most of its content, and even its form, seemed to be useful for the purpose of this study, this questionnaire was to a large extent adapted to fit in the purpose of this study. The adapted version of the questionnaire was designed for the sake of getting a general picture about teaching practices in Algerian EFL classes. In other words, it aimed at skimming through both EFL students' expectations and EFL classroom realities regarding the use of interaction in EFL classes; of course this skimming was through the eyes of students themselves.

2.2.1.2. The general objectives of the questionnaire

Three major aims were put forward for this questionnaire:

1. exploring the extent of readiness (or receptivity) of students to interactive practices in EFL classes;

2. exploring the extent to which interaction was present or absent in EFL classes, as perceived by students themselves; and

3. exploring the extent to which students' preferences and expectations with regard to interactive practices were satisfied in EFL classroom realities.

2.2.1.3. Sections designed for responses in the questionnaire and their objectives

The questionnaire contained two major sections designed for receiving participants' responses. The first section concerned responses related to students' positions (or preferences) with regard to the importance of interaction for them. This section was under the heading: "teaching practices as I prefer". While the second section was designed to receive participants' responses with regard to the frequency of interaction in their classroom realities, as perceived by participants themselves. This section was put under the heading: "Teaching practices as they are in my classroom realities".

The importance and usefulness of learners' preferences were justified by the expectation that they could help us infer students' receptivity (readiness) for interactive classroom practices and other features rising from it, such as multiplicity of perspectives, critical thinking, tolerance of differences… etc. This was believed to serve this study in that establishing the position of students with regard to the importance of social interactions in EFL classrooms would help in discussing the effects of its absence in reality.

Whereas exploring EFL classroom realities with regard to interaction and its associates was justified by the expectation that it would provide us with a holistic picture about how EFL teaching practices were going on in classrooms. This picture was hoped also to help in comparing how students preferred things to be like and how things were in reality. That is, it was hoped that through this picture we would be able to know whether teaching practices did or did not satisfy students' expectation about how their classroom should be like.

2.2.1.4. Scales of questions and the distribution of items

The questionnaire contained eighteen (18) items. Five (5) of them involved questions about students' attitudes, while for the other thirteen (13) items, each of them represented a particular teaching practice believed to have some relation with interactive practices. These items were organised in four scales, or areas of interest for this questionnaire:

1. Scale 1: Attitudes to EFL classes
2. Scale 2: Opportunities for Interaction
3. Scale 3: Opportunities for collaboration and sharing decisions
4. Scale 4: Conditioning interaction through classroom atmospheres

Further details of these scales will be dealt with later after describing how the questionnaire was to be answered by participants.

2.2.1.5. How to respond to the questionnaire items

In answering the questions of these scales, participants were given two sections to be filled in by defining their choices; one section for their preferences and the other for describing their classroom realities. For their preferences, a scale of three items was given: "I prefer", "it doesn't mater for me", and "I don't prefer it". This was to give participants an opportunity to situate their position with regard to each of the teaching practices suggested in the item scales. However, for the second section related to classroom realities, participants were given a scale of five (5) items represented by these frequency adverbs: "never", "seldom", "sometimes", "often" and "very often".This aimed at measuring the frequency of the presence or absence of interaction and its associates in the classroom, as perceived by students themselves.

Participants were only asked to tick in (√) the appropriate box which would correspond with their reflections about their EFL classroom practices; in terms of their preferences and their classroom realities with regard to the proposed teaching practices. No

space was provided for personal comments or additions. It means participants were only to indicate their responses by choosing between choices already given to them.

2.2.1.6. The questionnaire: detailed description of the scales

Now here is a more detailed description of the four scales of the questionnaire and which comprised the questionnaire items of our interest in this study and the rationale behind them.

2. 2.1.6.1. Scale 1: Attitudes to EFL classes:

Scale one was related to participants' attitudes towards EFL classes. This scale comprised five items representing five samples of attitudes. Responses for this scale were to fall only in the second section of the questionnaire and were not to fall in the section of preferences. This scale aimed at exploring how students felt about being and attending EFL classes. That is , this scale was designed to elicit students' affective positions with regard to their being in EFL classes. The aim had relevance to how teaching practices might have affected students' attitudes towards classes. The items of this scale were:

1. I look forward to EFL lessons
2. EFL lessons are interesting
3. EFL lessons are a waste of time
4. EFL lessons make me interested in learning
5. EFL lessons bore me

2. 2.1.6.2. Scale 2: Opportunities for Interaction

Scale two was related to the presence or absence of opportunities for personal voice in the classroom. That is, whether students were or were not given opportunities for interaction in classroom practices. This scale comprised five (5) items, aiming at eliciting information about if students had opportunities for negotiation and interaction in the classroom, in the form of both teacher-student interaction and student-student interaction.

This is in addition to opportunities to control their own learning processes through their own initiatives to stimulate and maintain interaction by themselves. In other words, this scale aimed at knowing whether the classroom was or was not open to initiation, freedom of speech and negotiation. As such, this scale was hoped to elicit information about whether EFL classes were or were not socially organised, but also whether students did or didn't have receptivity for that. The questions of this scale turned around these major aspects:

1. Teachers' stimulation of *teacher-students* interaction and negotiation in the classroom
2. Teachers' stimulation of *student-student* interaction and negotiation of ideas and concepts in the classroom
3. Opportunities to negotiate meanings and concepts with others
4. Opportunities to initiate and provoke negotiation of ideas and concepts in the classroom by students themselves
5. Opportunities for asking for clarifications and explanations amongst students

2. 2.1.6.3. Scale 3: Opportunities for collaboration and sharing decisions

Scale three comprised three (3) items and it was concerned with exploring whether students were or were not given opportunities to build their learning processes collaboratively, either in pair works and/or in group works. It also was to explore whether they were or were not given opportunities to share decisions on how to proceed to learning processes as individually, in pairs or in groups. But before that, this scale intended to check students' receptivity to such classroom practices. This scale was important in that it was expected to serve the idea that sharing decisions could have relation with negotiation in classroom and also to personal voice. The questions of this scale turned around these major aspects:

- Opportunities to work in groups
- Opportunities to work in pairs
- opportunities to share decisions on how to do tasks

2. 2.1.6.4. Scale 4: Conditioning interaction through classroom atmospheres

This scale comprised five (5) items. The aim of this scale was not to explore explicitly whether or how interaction did or did not take place in the classroom, but it was much more focused on the general atmosphere of EFL classes; whether classroom atmospheres were encouraging or discouraging to the presence of interaction in classrooms.

In other words, it was to explore: (1) whether classroom atmospheres made account, for example, to some factors such as raising students' awareness about the subjectivity and relativity of theories and hypotheses being learned in the classroom. The importance of exploring such awareness was based on the belief that, for example, if students believed that theories and knowledge in general sense were influenced by personal interpretations, then this would stimulate and encourage students to output their own views far from such affective factors as to fear from being wrong, or being subject to critics by teachers and/or peers.

The scale was also to explore (2) the type of teachers' reactions to students' perspectives and positions with regard to ideas and concepts being learned. The importance of this point was based on the belief that teachers' reactions, either positively or negatively, might lead to promote or hinder students' involvement in interaction in classrooms.

Also (3) exploring whether classroom learning processes used to invest in students' prior knowledge and experiences was one of the aims of this scale of questions. This was justified by the belief that, for example, if teachers used to dig out students' prior knowledge and experiences into learning processes and to show them as valued sources of learning, then this might encourage students to bring out their prior experiences into classroom discussions in the form of negotiation of ideas, peer feedback, comments..Etc. That is, investing in students' prior knowledge and experiences was believed to contribute to the stimulation of interaction in classrooms. Based on the three aims (and justifications) above, this scale was put under the title "conditioning interaction through classroom atmospheres". The questions of this scale turned around these major aspects:

- Raising students' awareness about the relativity of theories and the possibility to challenge them with arguments;
- Promoting the right to demonstrate acceptance or refusal of certain ideas in the classroom,
- Valuing ideas coming out of discussions;
- Valuing and investing in students' prior knowledge and experiences; and
- The need to promote multiplicity of perspectives, and the need to respect and tolerate this multiplicity and differences of perspectives by teachers and peers.

So far, we have been concerned with both a general description of the questionnaire as a whole and a more detailed description of its scales. However, further detailed descriptions and purposes of each individual item of these scales will be dealt with during the analysis of the findings related to each single item.

2.2.1.7. Participants of the questionnaire:

The participants who responded to this questionnaire were fifty four (54) EFL students of different grades, first year, second year and more, and of different genders; males and females. They were distributed on three universities (Skikda, Batna, and Oum-Elbouagui). The participants were randomly chosen without any consideration of level or grade. This might give some validity to the findings of the questionnaire.

The questionnaire was distributed on three universities because of the feeling that teaching cultures and styles might have been different from one university to another; this putative diversity of teaching cultures was in turn believed to have effects on the ways teaching was taking place in EFL classes. Therefore, the findings of the questionnaire might have some sort of generalizability of quantifications.

This has been a general and a more detailed description of the questionnaire that was used to collect the quantitative data for this study. Now we turn to describe and justify the second instrument which was used to collect the qualitative data for this study: group discussions (focus groups).

2.2.2.. Group discussions

Here is a general and detailed description of the second tool of data collection which is group discussions. This step is concerned with a general description of group discussions, the aims and the rationale behind the use of group discussions for this study, description of the form and content of group discussions, in addition to the description of each individual scale of questions asked on participants.

2.2.2.1. General description of group discussions and participants

The second tool used in this study was a set of four group discussions (focus groups). These group discussions were used to provide qualitative data for the study, in that it aimed at exploring and understanding whether and how the absence of interaction in EFL classes might impact EFL students' affective factors. Affective factors here would include, for example, attitudes, motivation, self esteem …etc. In other words, these group discussions were conducted to understand, for example, whether and how students' affective factors such as motivation, attitudes to EFL classes, self esteem, and even students' behaviours, among others, were or were not influenced by the absence of opportunities of interaction during teaching and learning processes.

The discussions were conducted in the form of round tables with randomly selected groups of students. These groups involved between 8 and 2 participants each. Four (4) group discussions were conducted in which a whole number of sixteen (16) participants were involved. One group involved three (3) participants, a second group involved the same number, three (3) participants; another group involved only two (2) participants; while the fourth group involved eight (8) participants. It is worthy of noting here that the variation of the number of participants from one group to another was not purposefully designed, but it was due to possible facilitations regarding getting consent from students to participate in the discussions.

Discussions usually lasted from about twenty five minutes (25mn) to one hour (60mn). They were mostly open-ended discussions guided with some questions which were

answered randomly without strict order because of the unpredictable nature of discussions. In other words, the flow of discussions was not strictly constrained by the interviewer in order to let deeper insights to be elicited through comments, agreements, and disagreements between participants. This is of course a major feature that was valued in such group discussions for deeper understanding of the point of the study.

2.2.2.2. Aims and rationale behind group discussions for this study.

In fact, for qualitative data collection we could have used many tools, among which interviews, open-ended questionnaires. However, it seemed more convenient and useful for this study to use group discussions, at least for the following reasons:

1. Putting participants face-to-face with regard to the topic of discussion aimed at giving opportunities for participants' responses to feed off each other. That means that each single participant's response would stimulate other responses of agreement or disagreement in other participants. This would then deepen understanding of the point of discussion by dealing with it from several angles and perspectives.

2. Another motive was that by group discussions it was hoped that we would avoid repetitions of the same points of view provided by participants, and instead we would have at least different versions of the same response. This might not have been possible, probably, if we had used interviews with separate individual participants. In other words, it was expected that when discussing in a group, participants would observe the responses of each other and therefore would avoid repeating them, but rather they might only comment or elaborate on them. This would finally enrich discussion with deeper understandings rather than providing potentially identical points of view.

3. Another motive is that we wanted group discussions to be much more interactive than be responsive and thus this would stimulate motivation in participants to express themselves and maintain the flow of negotiation.

4. Another reason behind the use of group discussions was the feeling that taking turns would give participants opportunities to organise their ideas before showing them in responses, both formally and semantically. This means that participants would find a space of time to think and structure their ideas before responding, far from the constraints of the interviewer's waiting for immediate responses.

5. Giving time for participants to think and organise ideas and responses was in turn expected to absorb anxiety within participants. Anxiety, otherwise, could have prevented participants from delivering their responses. Avoiding anxiety therefore was another motive behind the use of group discussions.

6. Another significant motive for using group discussions was to avoid some culturally-related constraints which might make difficulties in the collection of data. In other words, getting students' consent to participate in interviews usually embarrasses participants especially when it comes to gender differences between the participant and his/her interviewer. Participants usually don't like to be interviewed individually because of cultural values and prejudices. Group discussions, then, were hoped to solve the problem in that it would make it possible to cover up for participants their being involved in such discussions.

2.2.2.3. Form and content of group discussions

The content of the group discussions was somehow similar to that of the questionnaire, but more focused on understanding. In other words, discussions were more focused on understanding how the absence of interaction (mainly in the form of negotiation) might affect students' affection (such as attitudes and motivation).

The questions which were asked during discussions were not asked the same way in all groups because of the unpredictable nature of the interactive discussions. The responses of participants usually affected the flow of discussions and thus made it more difficult to

maintain the questions in strict order. In other words discussions were hardly linear in all groups. Probably that was because of the differences of participants' competencies, experiences and expectation of the discussions aims and outcomes.

2.2.2.4. The scales of questions

The questions of the group discussions were distributed in two major scales:

1. Scale one: participants' attitudes, perceptions and reflections on their classrooms.
2. Scale two: the effects of the absence (or lack) of interaction in EFL classes on students' affective factors.

2.2.2.5. Description of each individual scale

Now we turn to a more detailed description of the two scales of the questions having been asked on participants during group discussions.

2.2.2.5.1. Scale one: participants' attitudes, perceptions and reflections on their classrooms.

At this point, it might be important to stop and note that the first scale of questions raised in the discussions was not designed and used principally for the sake of collecting data for the study. In fact, the aim was much more related to the facilitation of conducting group discussions themselves. In other words, questions of this scale were asked principally for the sake of involving participants in discussions and warming them up for the most targeted questions of the study related to the effects of the absence (or lack) of negotiation in classrooms (questions of Scale2). The rationale behind this was the expectation that group discussions might be less fruitful if participants were to be engaged in discussions immediately starting with questions on the effects of the absence (or lack) of negotiation on their affect (the questions of Scale two). Therefore, it was expected that discussions should have to be preceded by warming up participants by (1) digging out their attitudes towards EFL classrooms, by (2) drawing their attention and raising and checking their awareness of the significance of interaction in EFL classrooms, and by (3) driving them to reflect on their classroom realities; whether they were or were not interactive.

More plainly, the questions were to drive to a possibility that participants would come across the concept of interaction as a significant missing variable in their learning environments. To be more focused, the questions were raised in a scattergun way with the expectation that the concept of interaction might come across participants' responses as being an influential factor with regard to their attitudes to EFL classes. This was expected to facilitate involving participants in deeper discussion of more important points that would be addressed later in the discussion. That is why the questions were open-ended and did not explicitly guide participants to tackle the point of interaction as an element shaping or contributing to shaping their present attitudes to EFL classes.

Examples of the questions of the first scale which were asked are: how do you feel in your EFL classes? Are you satisfied with your being there? Are you satisfied with the way you are being taught in EFL classes? What are the positive and negative aspects you see present in you EFL classes? What could you see missing in your EFL classes? Do you like to interact with your teachers in EFL classes? Why? Do you like to interact with your peers in EFL classes? Why? Do you like negotiation for meanings? Why? How do you think interaction could benefit you? Is interaction present in your classroom? How often?

2.2.2.5.2. Scale two: the effects of the absence (or lack) of interaction in EFL classes on students' affective factors.

This scale was based on the previous one but it was considered as the basic one in group discussions. In fact, it was through this scale that most of understandings and most of answers to our third research question were achieved. That is why participants were given the most space of time to discuss this point, i.e. the effects of the absence of interaction in classroom processes on their feelings. Questions were given full time to be answered, and students' responses were pushed to be contrasted to each another for the sake of deepening understanding.

Major questions guiding discussions about this point were like these ones: how do you feel when interaction/negotiation is absent in your classroom? Could the absence of

interaction affect your feelings? How? Can you give examples of your experiences regarding this?

It might be worthy of noting here that participants showed much enthusiasm to participating to these discussions and were ready to spend longer time taking turns to negotiate the point. One of the groups took about one hour. However, the more the number of participants in a group, the more discussions lasted.

Now we have presented and explained how data were collected for the study; tools, objectives and the rationale. Now we turn to explain how the collected data were analysed.

2.3. Data analysis of the findings of the study

The following step will be about the procedures followed for the analysis of the data collected through research tools (the questionnaire and group discussions).

Data collected were analysed both quantitatively and qualitatively. Quantitative analysis concerned data collected through the close-ended questionnaire, whose aim was to generalise the conclusion of its findings on the Algerian university EFL classrooms. However, the qualitative analysis concerned data collected through focus-groups (group discussions), whose aim was principally to explore and understand and not to generalise. I mean, its aim was to understand how the absence (or lack) of interaction, mainly in the form of negotiation, in EFL classrooms might affect students' affective factors. The following step therefore will be the explanation of how data were analysed, both data related to the questionnaire and data related to the group discussions.

2.3.1. Data analysis of the questionnaire findings

The data collected by the questionnaire were analysed quantitatively because the principle aim was to measure and to generalise. To remind, the questionnaire was divided into two major divisions designed for participants' responses. One division aimed at measuring participants' preferences with regard to the suggested teaching practices. The

other measured the frequency of these practices in classroom realities. The findings were presented statistically both in numbers and in percentages. (In addition, the findings were presented in graphical displays in the form of pie charts). For the analysis of these statistical data, certain procedures were used. They were as follows:

2.3.1.1. Procedures of data analysis related to students preferences

For the analysis of students' preferences regarding the use of the suggested teaching practices, the focus of description and analysis was on the measures under the choice "Iprefer". The measures of participants' responses that fell under this choice were organized into four scales, with a particular descriptor each. In other words, the extent of students preferences were described as follows:

- With the descriptor "*highly"*preferred if it was superior to 60%;
- With the descriptor "*fairly"* preferred if it was between 40% an 60%;
- With the descriptor "*not very"*preferred if it was between 20% and 40% ; and finally,
- With the descriptor "*hardly"* preferred if it was lower than 20%.

The responses under the other choices "It doesn't matter for me" and "I don't prefer it" were only used to reinforce our analysis but were not focused on because the major aim was to measure the extent of students' preferences regarding the suggested teaching practices, assumed to be interactive. Therefore the analysis would appear, for example, like this: Negotiation of meaning is *highly*/*fairly*/*not very* or *hardly* preferred by students in EFL classes.

2.3.1.2. Procedures of data analysis related to the frequency of interaction in the classroom

However, concerning data related to the frequency of teaching practices in EFL classes (as perceived by participants), they were represented under three major descriptors: "*insufficient", "acceptable" and "sufficient".* This means we used only three descriptors to describe the findings under the five frequency adverbs (*never, seldom, sometimes, often*

and*very often*). In other words, the statistics were *reorganised* by combining measures (numbers or percentages) as follows:

1. The measures under the choices *never* and *seldom* were combined together under the descriptor "*insufficient" (*or *inadequate)* frequency of the sample of teaching practice in question.
2. Likewise, the measures under the choices *often* and *very often* were combined to indicate the description "*sufficient" (*or *adequate)* frequencyof the sample of teaching practice in question.
3. However, the measures under the choice *sometimes* were maintained as indicator for "*acceptable"* frequency of the sample of teaching practice in question.

In other words, wherever participants' responses under the choices *never* and *seldom* put together represented the greatest measure, the frequency of the corresponding teaching practice in the classroom was considered as *insufficient* or *inadequate*.

Wherever participants' responses under the choice *sometimes* represented the greatest measure, the frequency of the corresponding teaching practice in the classroom was described as *acceptable.*

However, wherever participants' responses under the choices *often* and *very often* put together represented the greatest measure, the frequency of the corresponding teaching practice was described as *sufficient (*or *adequate)*. Thus, we would say, for example: the findings showed that the opportunities given to students to negotiate meaning in EFL classes were *insufficient/ acceptable / or adequate.*

As such, a practical example will be like this: if the percentage corresponding to the question about the frequency of negotiation in the classroom under the choice *never* was 20%, the percentage under the choice *seldom* was 25%, the percentage of responses under the choice *sometimes* was 40%, the percentage under the choice *often* was 10% and the percentage under the choice *very often* was 5%, then the analysis would consider the

frequency of negotiation in EFL class as *insufficient/inadequate* because the combination of the two percentages under *never* and *seldom* would be (25% +20% = 45%) which means the greatest measure. That is, it would be superior to measures under the descriptor *sometimes* being 40% and even superior to the combination of measures under the descriptors *often* and *very often* being together 15%.

2.3.1.3. Procedures of data analysis related to the (in)compatibility between students' preferences and the frequency of interaction in classroom realities

As far as measuring the compatibility or incompatibility of participants' preferences with the frequency of teaching practices in classroom realities is concerned, it was established by comparing the findings in terms of *descriptors* not in terms of *numbers or percentages*. This was because the design of the questionnaire didn't not allow for comparing numbers and percentages in the two sections of the questionnaire directly. In other words, the questionnaire did not comprise similar frequency descriptors (*never, seldom, sometimes, often and very often*) in the section of preferences; therefore, compatibility between preferences and the frequency of teaching practices could not be measured based on measures in the form of numbers and percentages. Instead, the comparison was made by contrasting the scales of descriptors of both sections. By this I mean that the descriptors designed for the findings related to preferences (*highly/fairly/not very* and *hardly* preferred) were put against the scale of descriptors designed for the findings related to the frequency of teaching practices (*insufficient/acceptable* and *sufficient*). As a result, a new scale of descriptors was used for measuring and describing this compatibility. It comprised six major possibilities according to the possible comparisons of descriptors of preferences and descriptors of the frequences of teaching practices. Therefore, the comparisons were analyzed as follows:

- *Highly* or *fairlypreferred* teaching practices by students against *insufficient* frequency of these practices in classrooms were considered to imply that student' preferences were "*not satisfied"*.

- *Highly or fairly preferred* against *acceptable frequency* were considered to imply that student' preferences were*"rather satisfied"*

- *Highly or fairly preferred* practices *against sufficient frequency* were considered to imply that student' preferences were*"quite satisfied"*

- *Not very preferred* or *hardly preferred* practicesagainst *insufficient frequency* were considered to imply that student' preferences were *quite satisfied.*

- *Not very preferred* or *hardly preferred* practices against *acceptable frequency* were considered to imply that student' preferences were *rather satisfied*

- *Not very preferred* or *hardly preferred* practicesagainst *sufficient frequency* were considered to imply that student' preferences were *not satisfied*

It is worthy of noticing that we have only three descriptors above to describe compatibility/incompatibility between participants' preferences and the frequency of teaching practices in classroom reality (*not satisfied*, *rather satisfied*, and *quite satisfied),* but these three descriptors represented six possibilities. This is because there was the possibility that the comparison of preferences and frequencies of teaching practices could run against two possibilities each time. In other words, it could be found, for example, that a certain teaching practice was preferred but not used in reality; and contrarily, it could be found that this practice was not preferred but sufficiently used in reality. So, the compatibility of preferences with the frequency of teaching practices would take two possibilities each time. That's why each descriptor could represent two possibilities. For example:

- Negotiation was *highly preferred* by EFL students, but it was *insufficiently* present in classroom reality: this would be described as: students' preferences were *not satisfied*.

- The opposite way: negotiation was *not very preferred*, but it was *sufficiently* frequent in classroom reality: this would also be described as: students' preferences were *not satisfied*.

It is worthy of noticing also that the findings related to both students' preferences and the frequency of teaching practices in reality might not have been always in a clear position to be accurately compared. That is, we might have encountered some cases in which there was, for example, some disagreement between participants' views about the frequency of teaching practices in classrooms, and thus equal measures or a balance of responses would have appeared, making it difficult to describe the more dominant view. We can understand this from this example:

Supposing that participants' responses about the frequency of negotiation in the classroom had ranged between 40% under the combination of *never* and *rarely*, 40% under *sometimes*, and 20% under the combination of *often* and *very* often, then it would have been somehow difficult to say whether the frequency of negotiation was *insufficient* or *acceptable*. If this had been the case, we would have adapted the descriptors by adding other words. For example instead of saying *acceptable* we would have said *slightly acceptable*. Or, instead of saying *insufficient*, we would have said *slightly insufficient*, and so on. If this had been the case, this would have made additional challenges to the comparison of preferences with the extent of the frequency teaching practices.

For example, in case where preferences were *high* and the frequency of a certain teaching practice was *slightly* or *rather acceptable,* we would have needed to adapt the descriptor of comparison.Thus, instead of saying that participants' preferences were *not satisfied*, we would have said they were *slightly satisfied* or even *rather satisfied*. In few words, the conclusions we drew about the compatibility or incompatibility between participants' preferences with regard to a certain teaching practice and its frequency in classroom realities were much more a matter of approximation and interpretation rather than a matter of accurate comparison of measures.

Furthermore, the adjectives *compatible* or *incompatible* were possible to replace words like *satisfied* or *not satisfied*. For example, preferences were *not satisfied* in classroom realities, or preferences were *not compatible* with the amount of opportunities given in classroom realities, and so on. I mean, flexible descriptors were used for the sake of descriptions and analysis of the findings.

In the tables of statistics, because of the need for space, the following changes will appear: Representation of the findings in numbers will appear as *Nbs*, while the representation of findings on percentages will be this symbol %.

This is how descriptions and analysis of quantitative data were carried out. Now, we turn to procedures concerning how qualitative data were analyzed.

2.3.2. Data analysis of the findings of group discussions

Group discussions were designed to provide qualitative data that would help explore and understand whether and how the absence (or lack) of negotiation in EFL classrooms impacted students' affective factors. This means that the aim of this tool was to understand not to measure. Therefore, the findings of these group discussions were analysed qualitatively, precisely speaking, through personal interpretations of the participants' responses. We used personal interpretations of what the participants said during group discussions. We used some procedures, nevertheless, for the sake of getting into more depth and clarity of the analysis.

2.3.2.1. Steps of analysis

The analysis was carried out through the following steps:

- Sorting out the major responses delivered by participants which were relevant to the point.
- dropping out irrelevant responses which did not serve our aim

- Grouping participants' responses according to the different ideas that each response expressed
- Interpreting the responses of each group of responses and relating them to the point, i.e. understanding how the absence of negotiation could have impacted students' feelings.

Here is a general overview of the procedures followed in the analysis of data collected through group discussions.

2.3.2.2. Procedures of analysis

Many points might need to be noted regarding the procedures of analysis of data obtained from group discussions. The first point which might be worthy of mentioning is that any of participants' responses that seemed to explain our point was used regardless of its place of occurrence during group discussions. By this I mean that some responses, for example, were delivered when participants were being interviewed about their attitudes to classrooms, but they seemed to serve understanding how the absence of negotiation could affect students' feelings; thus, these responses were used for our interpretations regardless of their place of occurrence in our discussions.

The second point is that not all participants' responses were used for illustartions. That means, some participants delivered their responses but they were not used as illustrations because they were considered not strongly relevant to the point. Therefore, the number of participants that were involved in group discussions might not be the same as in our illustrations and discussions.

The third point that might need to be noted here is that the focus of our analysis and interpretations was on participants' responses with regard to questions belonging to Scale2. By this I mean that responses delivered by participants when answering to questions about their attitudes, their perceptions to the importance of interaction, and their evaluation of the presence or absence of interaction in their classrooms, did not represent much of my interest.

This was because: first, these questions were principally, as I explained earlier, for the sake of involving participants in discussions and warming them up for the most import questions related to the effects of the absence (or lack) of negotiation on students' affective factors. In other words, the first scale of questions aimed basically to serve the process of the survey itself (group discussions). Second, the questions of the first scale were elsewhere asked in the close-ended questionnaire and their findings were analysed; and therefore, it was not of such a significance that they be analysed again after the group discussions.

The fourth point which might need to be addressed here is that the aspects of students' affective factors which were sorted out as being affected by the absence (or lack) of negotiation in EFL classrooms were not easily discussed in strict order. That is, they did not lend themselves to be addressed one by one. This was because participants' responses were spontaneous, and thus most of them consisted of many aspects at once. For example, each of many responses showed evidence on the effects of the absence (or lack) of interaction on many aspects of students' affect such as attitudes, motivation, self esteem…etc. The consequence was that the interpretations and analysis were each time to repeat addressing some aspects of students' affective factors along with many of participants' separate responses.

2.4. Conclusion

So far, we have been talking about the methodology which was followed throughout the steps of this study, with respect to how data was collected, and how it was analysed and the rationale behind all the steps.

Now we move to the next chapter which is concerned with the practical phase of the study being the analysis, discussion and interpretations of the data collected both quantitatively and qualitatively.

Chapter three

Presentation, Analysis, Discussion and Interpretation of Data

Chapter three: data analysis, discussion and interpretations

3.0. Introduction

This chapter will show the findings of the study that were collected through the questionnaire and the focus groups (group discussions). The first step will be concerned with the presentation and discussion of the findings of the questionnaire, while the second step will be concerned with the presentation and discussion of the findings of the group discussions.

3.1. Findings of the questionnaire

Data collected through the questionnaire will be presented in tables both holistically and in details. Holistically means the presentation of data will cover all the items of the questionnaire at once. This will entail the use of two separate tables: One table will show findings related to the first scale of questions about students' attitudes. This will include both numbers and percentages together. The other table will show data about the rest of the scales of questions also both in numbers and in percentages. Holistic presentation of data will not be accompanied with analysis and discussion. The presentation of data in details, however, means to present the findings related to each single item separately. Each table will include data in numbers and in percentages. Detailed presentation of data will be accompanied with analysis and interpretations.

3.1.1. Holistic presentation of the questionnaire findings

The following tables Table A and Table B show data collected through the questionnaire. Table A: represent the findings about questions of Scale 1 (Students' attitudes). Table B shows data about the rest of scales (scale 2, Scale 3, and Scale 4) both in numbers and in percentages.

		Never	Seldom	Sometimes	Often	Very often		Never	Seldom	Sometimes	Often	Very often
Scale 1	Attitudes	Nbrs						%				
1	I look forward to ELF lessons	4	7	19	10	10		7.41	12.96	35.19	18.52	18.52
		11			20			20.37			37.04	
2	EFL lessons are interesting	0	7	11	20	15		0.00	12.96	20.37	37.04	27.78
		7			35			12.96			64.82	
3	EFL lessons are a waste of time	38	4	7	3	0		70.37	7.41	12.96	5.56	0.00
		42			3			77.78			5.56	
4	EFL lessons make me interested in learning	1	8	24	11	6		1.85	14.81	44.44	20.37	11.11
		9			17			16.66			31.48	
5	EFL lessons bore me	30	7	13	1	1		55.56	12.96	24.07	1.85	1.85
		37			2			68.52			3.7	

Table A: Holistic findings about questions of Scale 1 (Students' attitudes).

Teaching and learning practices			Teaching and learning as I prefer				Teaching and learning as they are in reality in my class				
			I prefer	It doesn't matter for me	I don't prefer it		Never	Seldom	Sometimes	Often	Very often
Scale 2	Opportunities for Interaction										
6	In EFL class, teachers provoke *teacher-students* interactions and negotiations of ideas and concepts in the class	Nbs	39	6	3		9	14	17	8	4
		%	72.22	11.11	5.56		16.67	25.93	31.48	14.81	7.41

7	In EFL class, teachers provoke *student-student* negotiations of ideas and concepts in the class	Nbs	33	13	12		10	11	19	9	1
		%	61.11	24.07	22.22		18.52	20.37	35.19	16.67	1.85
8	In EFL class, I am given the opportunity to negotiate meanings and concepts with others	Nbs	42	7	4		8	11	19	12	2
		%	77.78	12.96	7.41		14.81	20.37	35.19	22.22	3.70
9	In EFL class, I am given the opportunity to initiate and provoke negotiations of ideas and concepts in the class	Nbs	34	10	3		12	9	17	12	1
		%	62.96	18.52	5.56		22.22	16.67	31.48	22.22	1.85
10	In EFL class, I am given the opportunity to ask other students to explain their ideas	Nbs	43	6	1		9	10	22	6	3
		%	79.63	11.11	1.85		16.67	18.52	40.74	11.11	5.56
Scale 3	Opportunities for collaboration and sharing decisions										
11	In EFL class, we (students) have the opportunity to work in groups	Nbs	38	9	4		3	5	15	14	15
		%	70.37	16.67	7.41		5.56	9.26	27.78	25.93	27.78
12	In EFL class, we (students) have the opportunity to work in pairs	Nbs	35	7	7		6	5	19	7	13
		%	64.81	12.96	12.96		11.11	9.26	35.19	12.96	24.07
13	In EFL class, we (students) have the right to decide how to do tasks : individually, in pairs or in groups	Nbs	38	8	2		15	8	17	7	4
		%	70.37	14.81	3.70		27.78	14.81	31.48	12.96	7.41

Scale 4	Conditioning interaction through classroom atmospheres										
14	In EFL class, I am given the opportunity to demonstrate that I accept or refuse some of the ideas the teacher (or any student) brings into the lesson	Nbs	41	9	6		13	12	16	9	3
		%	75.93	16.67	11.11		24.07	22.22	29.63	16.67	5.56
15	In EFL class, I learn that theories could be challenged by students' arguments	Nbs	36	9	5		14	14	14	4	3
		%	66.67	16.67	9.26		25.93	25.93	25.93	7.41	5.56
16	In EFL class, teachers show respect towards ideas coming out from classroom discussions	Nbs	43	4	2		4	5	29	8	6
		%	79.63	7.41	3.70		7.41	9.26	53.70	14.81	11.11
17	In EFL class, teachers value my prior knowledge and experiences as vital source of lesson content	Nbs	35	7	2		3	14	17	10	6
		%	64.81	12.96	3.70		5.56	25.93	31.48	18.52	11.11
18	In EFL class, teachers praise multiplicity of ideas although they confront with their points of view and their ideas	Nbs	30	10	5		10	14	17	8	2
		%	55.56	18.52	9.26		18.52	25.93	31.48	14.81	3.70
Total of percentages (only percentages)			**69.37**	**14.96**	**7.98**		**16.53**	**18.8**	**33.9**	**16.24**	**8.97**
							35.33			**25.21**	

Table B: Holistic findings about questions of Scales 2/3/4 in numbers and percentages

3.1.2. Presentation and analysis of the questionnaire findings in details

The following step shows the questionnaire findings in details with discussion. The start will be concerned with the Scale 1 separately then the other scales together.

3.1.2.1. Scale 1: Students 'attitudes towards EFL classrooms

3.1.2.1. 1. Presentation of data

Table1 and Charts (1.a/1.b/1.c/1.d/1.e) below show findings related to the five questions in scale 1. This scale was designed to explore students' attitudes to their EFL classrooms. Unlike the findings on the other questions in the rest of scales of questions, the findings of this scale are shown globally without sorting out the items individually. This is because this scale of questions was considered less important than the other scales in terms of serving the objectives of the questionnaire. The major objectives of the whole questionnaire were put forward as follows: situating students' position with regard to the significance of interaction for their learning, exploring the extent of the presence or absence of interaction in EFL classrooms, in addition to finding about the extent to which students' preferences with respect to classroom practices were or were not satisfied by classroom practices. Scale1 intended only to situate students' attitudes with regard to their EFL classrooms and whether the presence or absence of interaction in their classrooms might have influenced their delivered attitudes. Conclusion about whether the presence or absence of interaction in their classrooms did or did not influence their delivered attitudes will logically appear after finishing with the analysis of qualitative data related to group discussions, The analysis therefore will appear holistically with more focus on the biggest measures on the table.

It might be worthy of noting, before we start the analysis of data collected through the questionnaire, that although the findings were presented in tables in two forms; numbers and percentages, the analysis would appear essentially focused on percentages because the objective of analysis was not to calculate responses but to use them in determining 'proportions' of participants responding to each item of the questionnaire.

		Never	Seldom	Sometimes	Often	Very often		Never	Seldom	Sometimes	Often	Very often
Scale 1	Attitudes	Nbrs						%				
1	I look forward to ELF lessons	4	7	19	10	10		7.41	12.96	35.19	18.52	18.52
		11			20			20.37			37.04	
2	EFL lessons are interesting	0	7	11	20	15		0.00	12.96	20.37	37.04	27.78
		7			35			12.96			64.82	
3	EFL lessons are a waste of time	38	4	7	3	0		70.37	7.41	12.96	5.56	0.00
		42			3			77.78			5.56	
4	EFL lessons make me interested in learning	1	8	24	11	6		1.85	14.81	44.44	20.37	11.11
		9			17			16.66			31.48	
5	EFL lessons bore me	30	7	13	1	1		55.56	12.96	24.07	1.85	1.85
		37			2			68.52			3.7	

***Table1**: Findings about students' attitudes with regard to EFL classrooms.*

I look forward to ELF lessons.

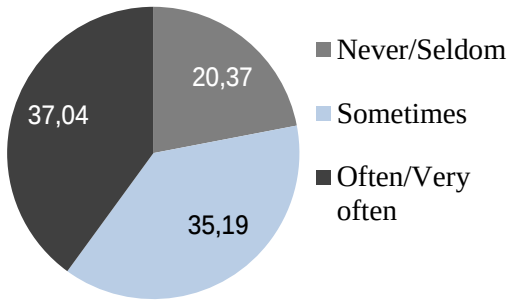


Chart1.a

EFL lessons are interesting

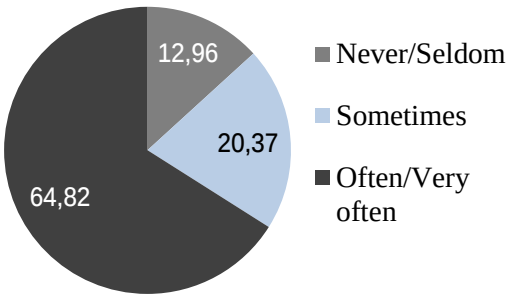


Chart1.b

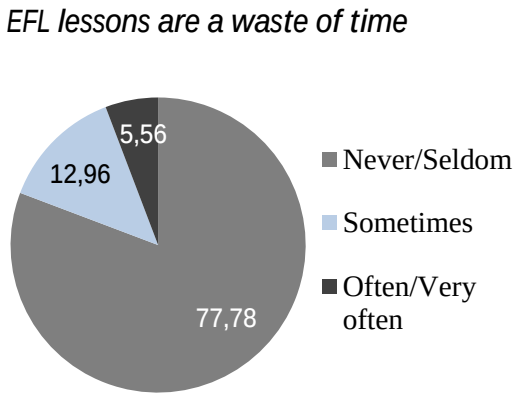


Chart1.c

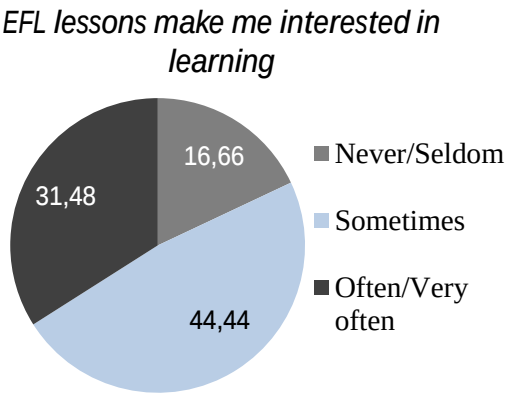


Chart1.d

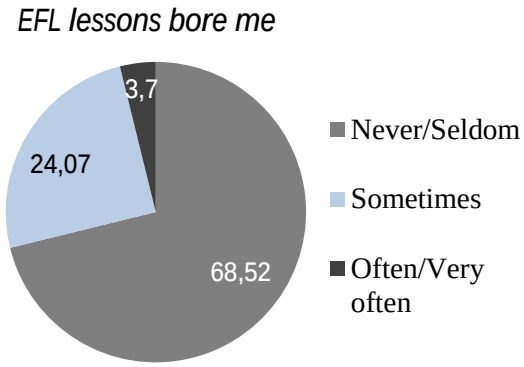


Chart1.e

3.1.2.1. 2. Analysis and interpretation

Globally speaking, the findings in table1, and the charts (1.a, 1.b, 1.c, 1.d, and 1.e) above show that EFL students held rather positive attitudes with regard to their EFL classrooms. For example, most of the participants (64.82%) said that EFL lessons were often or very often interesting for them. Similarly, the majority of them (77.78%) claimed that they never or seldom felt they were wasting time in their classrooms. While, only a few of them felt bored in their classrooms. The majority (68.52%) agreed that their classrooms never or rarely bored them.

Nevertheless, there seems a slight disagreement amongst participants with regard to the extent to which they looked forward to ELF lessons or to the extent to which EFL lessons made them interested in learning. In other words, participants'

responses showed that even though EFL classrooms were interesting and rarely bored students, still these classrooms were not such a significant source of motivation that students would look forward to attend ELF lessons or to be motivated in learning in general. For example, the findings showed that at least 20% of the participants never or seldom looked forward to attend EFL lessons, while 35.19 % of them said they only sometimes felt pleased to wait for their EFL lessons. Similar responses were delivered by participants with regard to the extent to which EFL classrooms were or were not sources of motivation for students in learning in general. As only 31.48% of the participants felt their classrooms were motivating them in learning in general, it could be assumed that EFL classrooms were interesting but did not sufficiently represent a source of motivation for students.

As such, we could sum up the findings above in that EFL classrooms in general and EFL lessons in particular were able to maintain positive attitudes in students as well as they were interesting in their own for students, but they did not arrive at the point of becoming such a significant source of motivation that students would long for having their classes done.

In fact, what really lacked EFL classrooms in order to become motivating enough for EFL students might be speculated in many ways. One putative reason could be that classroom practices might not have given enough opportunities for students to interact and negotiate what and how they would learn. However, this claim remains anecdotal before going through the findings of group discussions, the second source of data for this study. But before that, the following step will continue the presentation and analysis of the findings of the questionnaire with regard to other scales of questions: Scale2, Scale 3, and Scale4. That will be starting from item 6 to item 18 in the questionnaire. Scale 2 for reminding explored the extent of the presence of opportunities for interaction in classrooms, Scale 3 explored the extent of the presence of opportunities for collaboration and sharing decisions, while Scale 4 explored the extent of promoting learning environments favourable for encouraging interaction in the classroom.

3.1.2.2. Scales 2/3/4

The following step will show detailed analysis of the questionnaire findings on the questions related to the scales 2, 3, and 4. Data will be presented and analysed item by item individually.

At the end, a general discussion will cover all the findings on the whole number of the items. The findings will be presented and analysed through the following steps:

1. Step one: presentation of the item intended for analysis in words, its ordinal presentation as appearing in the questionnaire, and the scale it belongs to.
2. Step two: brief explanation of the item and the aims of its use in the questionnaire.
3. Step three: tabular and graphical (pie charts) presentation of the (statistical) findings on the item.
4. Step four: Analysis of the findings.

Numbers and names of each table will appear below it, while for pie charts, names above and numbers below.

Item 6:In EFL class, teachers provoke teacher-students interaction and negotiation of ideas and concepts in the class.

Table2 and charts2.a/2.b below show findings related to participants' responses to the question N°6 (first item in scale 2). The aim of the question which was asked on participants was to explore the extent to which teachers in EFL classes used to stimulate interaction between them and their students during learning processes. Similarly, like the other questions, this question aimed at exploring the extent of both students' preference to this teaching practice and its frequency in EFL classes.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	39	6	3	9	14	17	8	4
%	72.22	11.11	5.56	16.67	25.93	31.48	14.81	7.41
				42.6			22.22	

Table2: *findings aboutteachers' provocation of teacher-students interaction and negotiation of ideas and concepts in the classroom.*

Teaching and learning as preferred by particpants

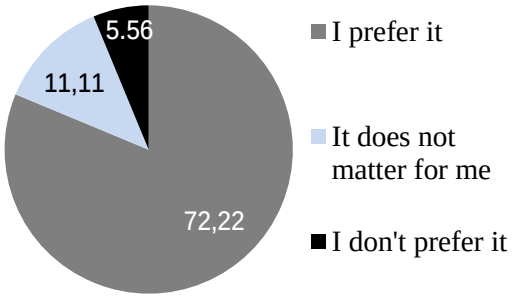


Chart2.a

Classroom realities as perceived by particpants.

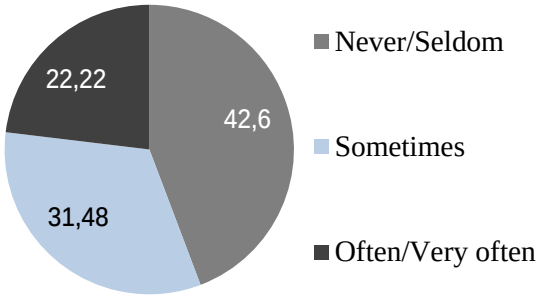


Chart2.b

Analysis of the findings on item 6

The findings in the table show that participants highly preferred that teachers would stimulate teacher-student interaction in classrooms. Most of them (72.22%) put that the teachers' stimulation of teacher-student interaction was highly preferred as a learning practice in classrooms.

However, the findings also show that the stimulation of teacher-students interaction in EFL classrooms was insufficient if compared to students' high preference of it. More than two fifths (42.6%) of the participants claimed that teachers either never or rarely stimulated interaction between them and their students. Less than one third (31.48%) of the participants claimed that teachers sometimes did that. While only one fifth (22.22%) of the participants considered that this teaching practice was sufficiently present in their classrooms.

As such, regarding the participants' high receptivity to teacher-student interaction, and regarding the inadequate frequency of this practice in the classroom, we could assume that the presence of teacher-student interaction in EFL classes did not satisfy the students need for this type of interaction in classroom reality.

Item 7: In EFL class, teachers provoke student-student negotiations of ideas and concepts in the class

Table3 and charts3.a/3.b below show findings related to participants' responses to the question N°7 (second question in scale 2). The question aimed at exploring the extent to which teachers in EFL classes stimulated interaction between students themselves (student-student interaction) during learning processes. Also, this question aimed at exploring the extent to which students preferred this practice to be an aspect of their classroom learning processes.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	33	13	12	10	11	19	9	1
%	61.11	24.07	22.22	18.52	20.37	35.19	16.67	1.85
				38.89			18.52	

Table3: findings about *teachers' provocation of student-student negotiation of ideas and concepts in the class*

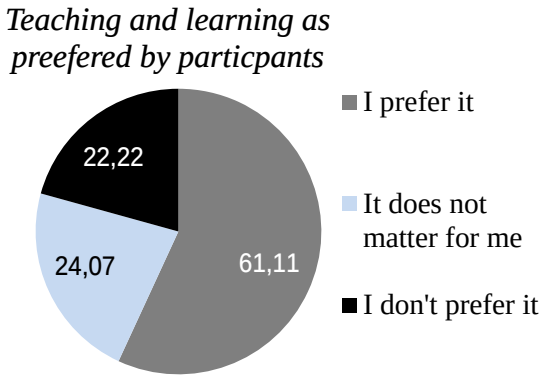


Chart3.a

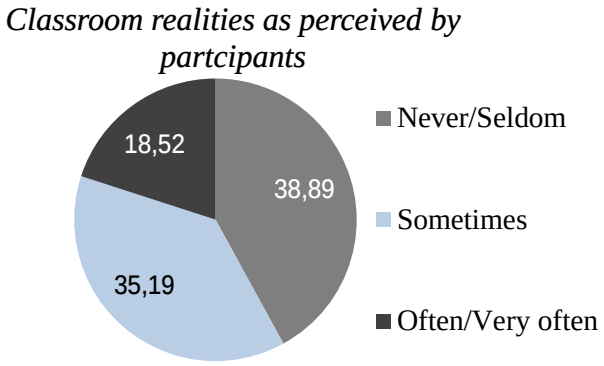


Chart3.b

Analysis of the findings on item N°7

The findings in the table show that participants highly preferred that teachers would stimulate student-student interaction in classrooms. More than three fifths, (61.11%), of the participants put that the teachers' stimulation of student-student interaction was highly preferred as a learning practice in classrooms.

However, concerning the extent to which teachers did or did not stimulate student-student interaction in the classroom, there seems some sort of disagreement between participants. Participants' views ranged almost equally between the claims

that teachers insufficiently or acceptably stimulated student-student interaction. As shown in the table, nearly 39% of our respondents claimed that teachers never or rarely stimulated interaction between students, while about 36% of our respondents claimed that teachers sometimes did that. Less than fifth of our respondents saw that student-student interaction was often or very often stimulated.

This would mean that, according to our participants, student-student interaction in EFL classes ranged mostly between insufficient and acceptable presence in classroom reality. That is, student-student interaction was slightly insufficient in EFL classrooms.

Item8: ***In EFL class, I am given the opportunity to negotiate meanings and concepts with others***

Table4 and charts 4.a/4.b below show findings describing participants' responses regarding the question N°8 (the third question in scale 2). The question aimed at exploring if opportunities of negotiation were frequently given to EFL students during their learning processes. In other words, this question aimed at exploring the extent to which negotiation of meaning was a well-established aspect of English language learning processes in classrooms. But before that this question aimed at exploring the extent to which EFL students preferred their learning processes to implement negotiation as a learning practice.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	doesn't matter	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	42	7	4	8	11	19	12	2
%	77.78	12.96	7.41	14.81	20.37	35.19	22.22	3.70
				35.19			25.92	

Table4: *questionnairefindings about opportunities of negotiation given to students in classrooms.*

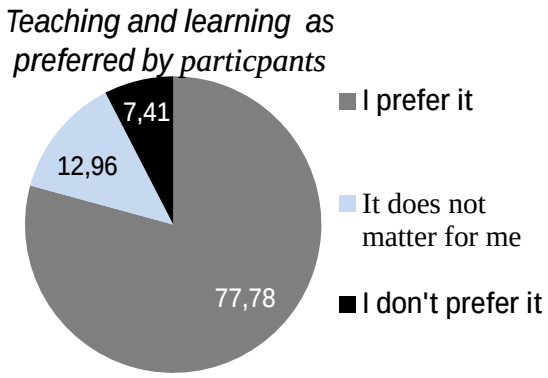


Chart4.a

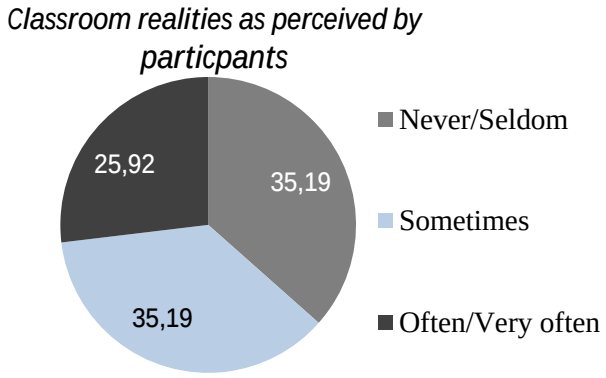


Chart4.b

Analysis of the findings on item N°8

According to the measures taken from participants' responses regarding this point, as presented in the table above, we can say that negotiation for meaning and ideas was one of the significant preferences of EFL students. As the majority (77, 78%) of our participants expressed that negotiation was highly preferred as a learning practice in the classroom, only a few of them said they were not interested in negotiation or that it was out of their preferences.

However, concerning opportunities for negotiation in classroom realities, there seems a kind of disagreement amongst participants about the extent of its frequency in the classroom. Around one third of the participants (35.19%) claimed that opportunities for negotiation were either never or rarely present in the classroom. The same proportion of participants (35.19%) claimed that negotiation was sometimes, or acceptably, present in their learning processes. While, a slightly less percentage of participants (25.92%) claimed that negotiation was either often or very often frequent in classrooms; i.e. adequately present in their learning practices.

Regarding this balance between the views of participants, we could assume that EFL students' high preferences to negotiation in the classroom were rather satisfied in classroom reality.

Item 9: ***In EFL class, I am given the opportunity to initiate and provoke negotiations of ideas and concepts in the class***

Table5 and charts 5.a/5.b show findings related to participants' responses to the question N°9 (fourth question in scale 2). The question aimed at exploring the extent to which students were given the opportunity to initiate and stimulate negotiation in the classroom by themselves. In other words, the extent to which there was freedom of creating interactive environments in the classroom beyond what teachers might have planned for the type of learning processes. This question explored also the degree of students' receptivity to this aspect of teaching and learning practices.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	34	10	3	12	9	17	12	1
%	62.96	18.52	5.56	22.22	16.67	31.48	22.22	1.85
				38.89			24.07	

Table5: *questionnaire findings about opportunities given to students to initiate and provoke negotiations of ideas and concepts in the classroom.*

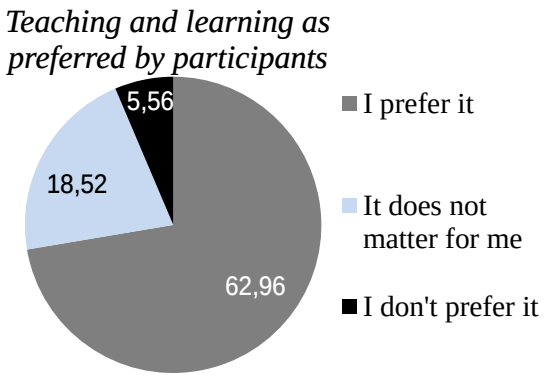


Chart5.a

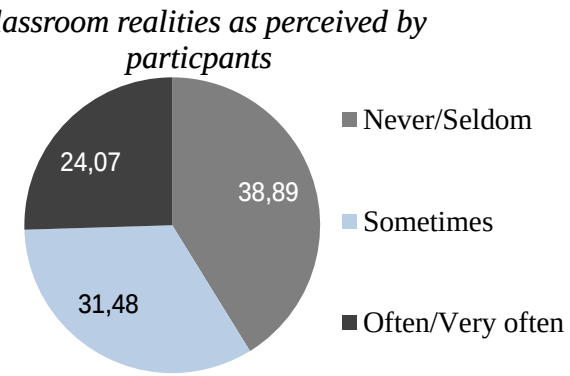


Chart5.b

Analysis of the findings on item N°9

According to the findings shown in the table, participants showed high preference to being given the opportunity to guide their learning processes through their initiatives. More than three fifths (62.96%) of them said they preferred that.

However, in reality, as shown in the table, it seems that the students did not sufficiently enjoy the opportunity to control learning processes through their initiatives. Nearly two fifths (38.89%) of the participants claimed that they were never or rarely given the opportunity to initiate negotiation in the classroom; and around one third (31.48%) of them showed that this opportunity was only sometimes given to them. Only about fifth of them said they often or very often enjoyed this opportunity. This might be understood as an indication of a slight insufficiency of the presence of students' voice in the classroom in terms of creating opportunities of negotiation. In other words, we could interpret the findings in that participants highly preferred to create negotiation by themselves but that the provision of this opportunity was slightly insufficient in their learning practices.

Regarding the high preference by participants to enjoy the opportunity of creating negotiation in the classroom by themselves, contrasted to the slightly insufficient presence of this opportunity in classroom realities, we could assume that students' need for personal initiatives of controlling their interactive learning environments was slightly not satisfied in classroom practices.

Item10: In EFL class, I am given the opportunity to ask other students to explain their ideas

Table6 and charts 6.a/6.b below show data describing participants' responses regarding the question N°10 (the fifth question in scale 2). Scale 2 aimed at exploring the extent to which opportunities of interaction were given to students in EFL classes. One of them is the opportunity to check understandings and asking for clarifications amongst students themselves. That is, whether students have the opportunity to check their understandings, to check their hypothesis about each other's ideas or to elicit new

understandings from peers. This interactive practice is considered to have a significant role in enhancing collaborative and cooperative learning, in addition to enhancing understanding and adjusting misconceptions about certain areas of learning.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nb	43	6	1	9	10	22	6	3
%	79.63	11.11	1.85	16.67	18.52	40.74	11.11	5.56
				35.19			16.67	

Table6: *questionnaire findings about the provision of opportunities for asking questions and checking understandings between students in EFL classrooms.*

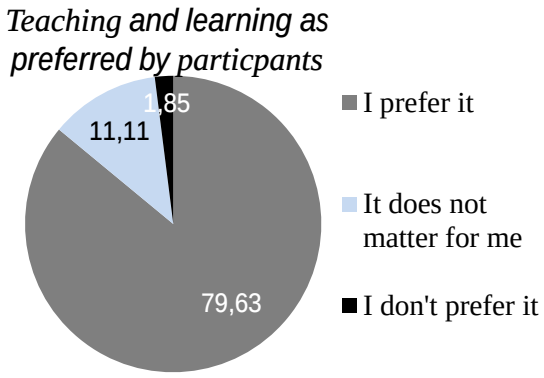


Chart6.a

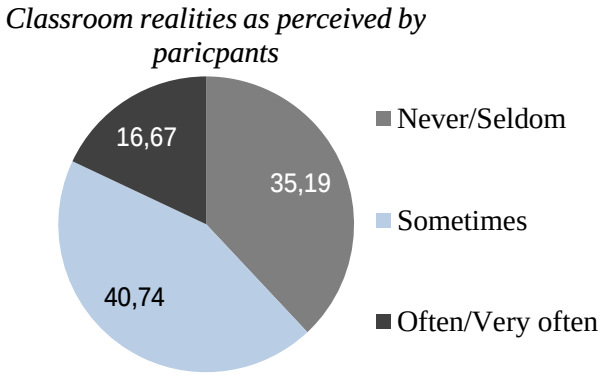


Chart6.b

Analysis of the findings on item N°10

According to the measures of participants' responses presented in the table above, we could say that our participants highly preferred to have the opportunity to investigate, check and confirm understandings between peers in their learning processes. Numbers and percentages confirm this conclusion. Out of fifty four (54)

participants, almost four fifths (79.63%) of them said that this opportunity was significantly present in their preference agendas in EFL learning processes.

In their classroom realities, however, this opportunity could be said to have been acceptably frequent in their classrooms. According to the data in the table, less than half of participants said that they were sometimes given the opportunity to ask their peers and to check their understandings from them. Almost the same proportion of the participants (35.19%)said that this opportunity was hardly given to them, while only a few of them said it was sufficiently frequent in their classrooms. As such, we could assume that students' preferences with regard to having the opportunity to ask their peers for further explanations were rather satisfied in their classroom practices.

Item11: ***In EFL class, we (students) have the opportunity to work in groups***.

Table7 and charts 7.a/7.b below show findings related to participants' responses to the item N°11 (first item in scale 3). The question aimed at exploring the extent of both students' preferences to group works and the extent to which opportunities for doing tasks in groups were provided in EFL classrooms.

<table>
<tr><td></td><td colspan="3">Teaching and learning <u>as I prefer</u></td><td colspan="5">Teaching and learning as they are in reality in my class</td></tr>
<tr><td></td><td>I prefer</td><td>It doesn't matter for me</td><td>I don't prefer it</td><td>Never</td><td>Seldom</td><td>Sometimes</td><td>Often</td><td>Very often</td></tr>
<tr><td>Nbs</td><td>38</td><td>9</td><td>4</td><td>3</td><td>5</td><td>15</td><td>14</td><td>15</td></tr>
<tr><td>%</td><td>70.37</td><td>16.67</td><td>7.41</td><td>5.56</td><td>9.26</td><td rowspan="2">27.78</td><td>25.93</td><td>27.78</td></tr>
<tr><td></td><td></td><td></td><td></td><td colspan="2">14.82</td><td colspan="2">53.71</td></tr>
</table>

Table7*: questionnaire findings about the provision of opportunities for group works in EFL classrooms.*

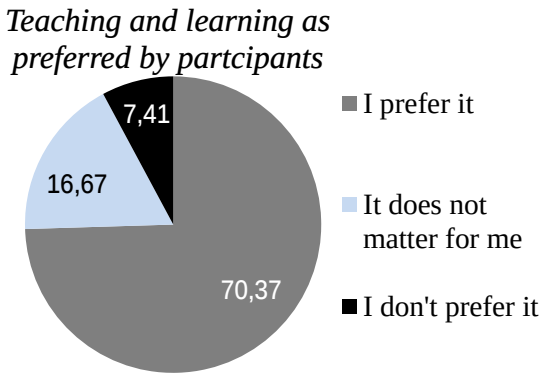


Chart7.a

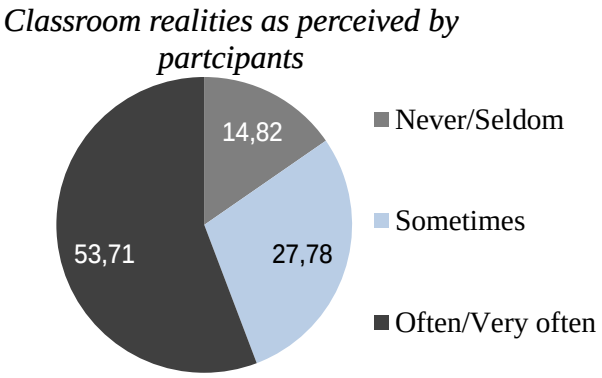


Chart7.b

Analysis of the findings on item N°11

The findings in the table show that participants highly liked group works in classrooms. Most of them (70.37%) put that they likedhaving the opportunity to work in groups.

Unlike the case for the previous practices, the findings also showed that group works were adequately present in EFL classrooms practices. More than half of the participants (53.71%) agreed that they sufficiently enjoyed learning through group works, while nearly one third (27.78%) said this opportunity was acceptably frequent in their classrooms. Only, a few of the participants (14.82%) considered that the frequency of group works was inadequate in classroom practices.

As such, regarding participants' high receptivity to group works, and regarding the adequate frequency of this practice in the classroom, we could assume that group work practices in EFL classes satisfied students' need for this type of interaction in classroom reality.

Item12: In *EFL class, we (students) have the opportunity to work in pairs.*

Table8 and charts 8.a/8.b below show findings related to participants' responses to the item N°12 (second item in scale 3). The question aimed at exploring the extent of both students' preferences to pair works and the extent to which opportunities for doing tasks in pairs were provided in EFL classrooms.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	35	7	7	6	5	19	7	13
%	64.81	12.96	12.96	11.11	9.26	35.19	12.96	24.07
				20.37			37.03	

Table8: *questionnaire findings about the provision of opportunities for pair works in EFL classrooms.*

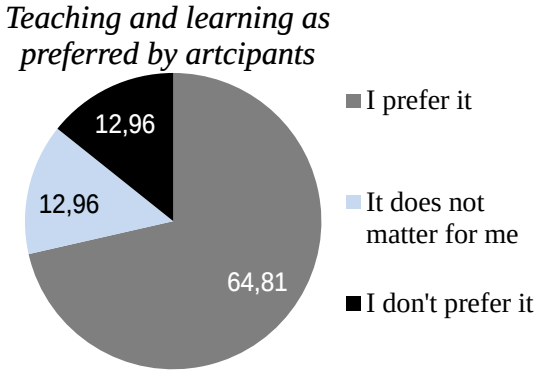


Chart8.a

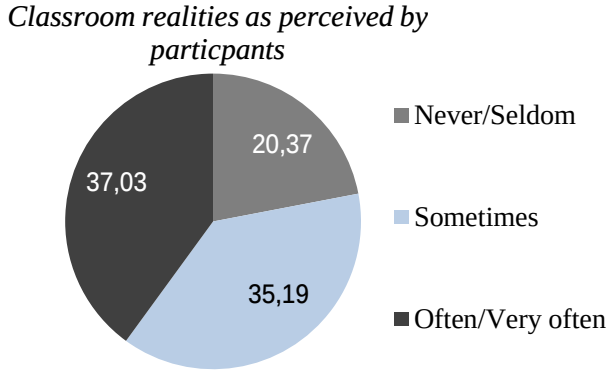


Chart8.b

Analysis of the findings on item N°12

The findings in the table show that participants highly liked pair works in classrooms. Most of them (64.81%) put that doing tasks in pairs was one of their highly preferred practices.

The findings also show that pair works were rather frequent in EFL classrooms practices but less than group works. There seems a sort of disagreement amongst participants regarding the frequency of opportunities for pair works in classrooms. About one fifth of the participants (20.37%) agreed that they never or seldom enjoyed learning through pair works, about one third (35.19%) of them said this opportunity was only sometimes frequent in their classrooms. While similarly about one third of

them (37.03%) agreed that they adequately enjoyed learning through pair works. This means that opportunities for learning through pair works were not very adequate in EFL classroom practices.

As such, regarding participants' high receptivity to pair works, and regarding the rather adequate frequency of this practice in the classroom, we could assume that students' need for pair work practices in EFL classes were rather satisfied in classroom reality.

Item13: ***In EFL class, we (students) have the right to decide how to do tasks: individually, in pairs or in groups.***

Table9 and charts 9.a/9.b below show findings related to participants' responses to the item N°13 (third item in scale 3). The question aimed at exploring whether students liked to be given choices and opportunities to share decisions about how to do their learning activities; and whether they were given these opportunities in reality; that is, whether they had readiness to decide for themselves the way activities should be done in classrooms; individually, in pairs or in groups, and if their teachers provided this opportunity in classroom practices.

	Teaching and learning <u>as I prefer</u>			Teaching and learning as they are in reality in my class				
	I prefer	doesn't matter	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	38	8	2	15	8	17	7	4
%	70.37	14.81	3.70	27.78	14.81	31.48	12.96	7.41
				42.59			20.37	

Table9*: questionnaire findings about the provision of opportunities for sharing decisions in EFL classrooms.*

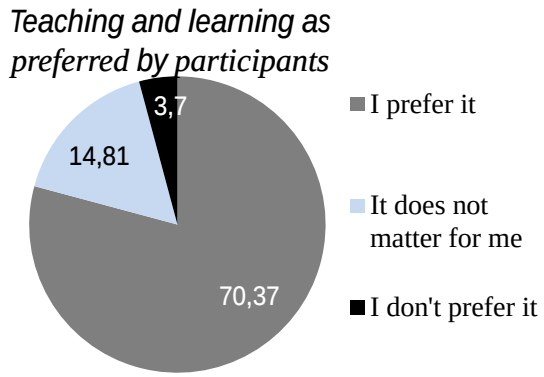


Chart9.a

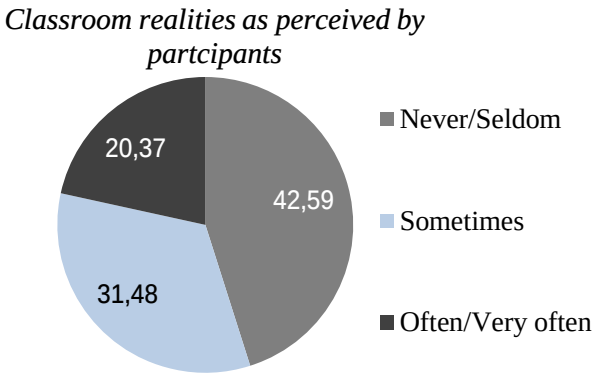


Chart9.b

Analysis of the findings on item N°13

The findings in the table show that participants highly liked to share decisions on how to learn in classrooms. Most of them (70.37%) put that being given choices with regard to how to proceed to their learning tasks was one of their preferences. However, the findings also show that opportunities for sharing decisions were not sufficiently given to EFL students. Around two fifths of the participant (42.59%) considered this opportunity as either never or rarely given to them. Less than one third of them (31.48%) said it was sometimes given to them. While only a few of them (20.37%) considered that choices for how to practice learning were sufficiently given to EFL students in classroom realities. As such, regarding participants' high receptivity to participate in making decisions on how to learn in classrooms, and regarding the rather inadequate frequency of this practice in the classroom, we could assume that classroom practices did not satisfy students' needs in terms of being partners in decision making in EFL classrooms.

Item14: In EFL class, I am given the opportunity to demonstrate that I accept or refuse some of the ideas the teacher (or any student) brings into the lesson

Table10 and charts 10.a/ 10.b below show findings related to participants' responses to the item N°14 (first item in scale 4). Scale 4, to remind, concerns the general atmosphere of the classroom; whether it was encouraging or discouraging, mainly from an affective perspective, to the different aspects of interaction.

The question aimed at exploring whether students were both interested in and given opportunities to show up their positions with regard to what was being learned in classrooms; that is, whether they liked and could demonstrate if they accepted or refused different ideas, concepts or hypotheses brought to the classroom, either by teachers or by peers.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	41	9	6	13	12	16	9	3
%	75.93	16.67	11.11	24.07	22.22	29.63	16.67	5.56
				46.29			22.23	

***Table10**: questionnaire findings about the provision of opportunities for students to show their positions with regard to ideas and concepts in classrooms.*

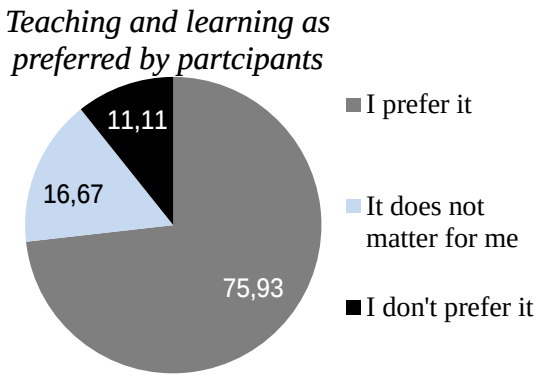


Chart10.A

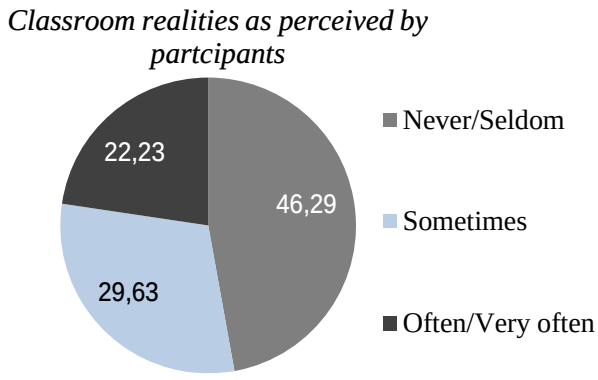


Chart10.b

Analysis of the findings on item N°14

The findings in the table show that participants were highly interested in being given opportunities to express themselves in terms of accepting or refusing ideas brought into the classroom. Almost four fifths (75.93%) of them said they preferred to enjoy this aspect of learning. Few of them said they were not interested or did not like that.

However, in classroom realities, most participants claimed that this aspect of learning was not very prevalent. Almost one half (46.29%) of them agreed that opportunities to show their positions with regard to ideas and perspectives were either never or seldom provided for them in classroom practices. Around only one third (29.63%) of them considered that this opportunity was acceptably frequent, while only few (22.23%) of them perceived this opportunity as adequately present in their learning processes.

As such, considering participants' high interest in demonstrating their own perspectives with regard to the ideas and perspectives which were brought into the classroom, and considering the slightly inadequate provision of this opportunity in classroom realities, we could assume that there was a sort of incompatibility between students' expectations and classroom realities with respect to approaching aspects of knowledge being taught in classrooms.

In other words, we could assume that EFL classroom atmospheres were not adequately in favour of pushing and involving students into classroom debates through encouraging them to demonstrate their own positions towards ideas being learned.

Item15: ***In EFL class, I learn that theories could be challenged by students' arguments.***

Table11 and charts 11.a/11.b below show findings related to participants' responses to the item N°15 (second item in scale 4). The question aimed at exploring whether students awareness about the subjective nature of knowledge, in the form of theories being learned in classroom, was or was not frequently raised in the classroom,

mainly by teachers. That is, it was hoped through this question to know if EFL classroom atmospheres were encouraging to negotiation and debates of ideas through raising awareness amongst students about the fact that what was being learned was not necessarily accurate and right, but that it was open to criticism, counter-arguments and modifications by students themselves. The question also aimed at exploring participants' receptivity to this aspect of learning.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	36	9	5	14	14	14	4	3
%	66.67	16.67	9.26	25.93	25.93	25.93	7.41	5.56
				51.86			12.97	

***Table11**: questionnaire findings about raising students' awareness about the subjectivity of knowledge in EFL classrooms.*

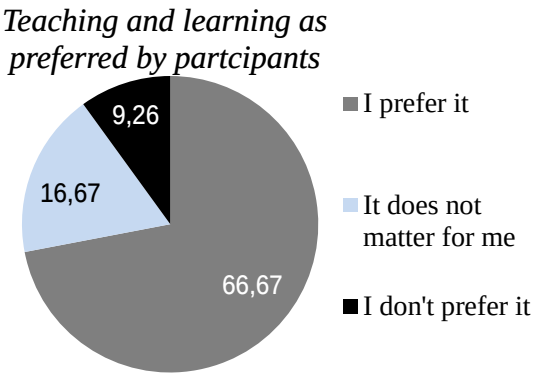


Chart11.A

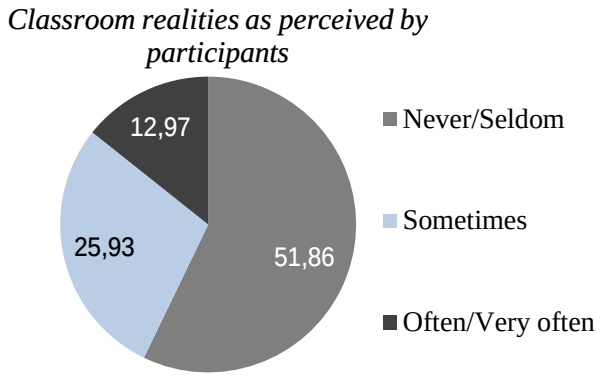


Chart11.B

Analysis of the findings on item N°15

Generally speaking, the findings in table 11 show that participants considered it highly needed to learn and to get their awareness raised about the fact that what they learned could be intellectually challenged by students themselves. Most of them (66.67%) stated that they liked such learning atmospheres in their classrooms. Only few of them did not like or were uninterested in this feature of learning environments.

In classroom realities, however, participants' responses showed that classroom atmospheres insufficiently took in charge to raise their awareness about this point. More than half (51.86%) of them stated that they never or rarely learned that they could challenge theories being learned in classrooms. Less than one third (25.93%) of the participants claimed that they sometimes were aware about the possibility of challenging theories in the classroom. While only few (12.97%) of them considered that this aspect of learning was adequately present in their classrooms.

In sum, this would mean that EFL classroom atmospheres, as perceived by participants, did not raise such an awareness about the subjectivity of knowledge that could intellectually stimulate negotiation and debates about theories amongst students.

Item16: In EFL class, teachers show respect towards ideas coming out from classroom discussions.

Table12 and charts 12.a/12.b show findings related to participants' responses to the item N°16 (third item in scale 4). The question aimed at exploring whether teachers did or didn't create favourable atmospheres to encourage students to plainly demonstrate their ideas in classrooms. More precisely, it was aimed through this question to know how often teachers helped to stimulate interaction in classrooms by showing respect to students' attempts to negotiate and debate on issues being learned. The significance of this point was based on the belief that showing respect towards students' ideas would help to provoke interaction on the basis that it would create, for example, anxiety-free learning environments which would not hinder students from expressing themselves. The question also aimed at exploring the extent of students' interest in this aspect of teachers' behaviour.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	43	4	2	4	5	29	8	6
%	79.63	7.41	3.70	7.41	9.26	53.70	14.81	11.11
				16.67			25.92	

***Table12**: questionnaire findings about teachers' respect towards students ideas in EFL classrooms.*

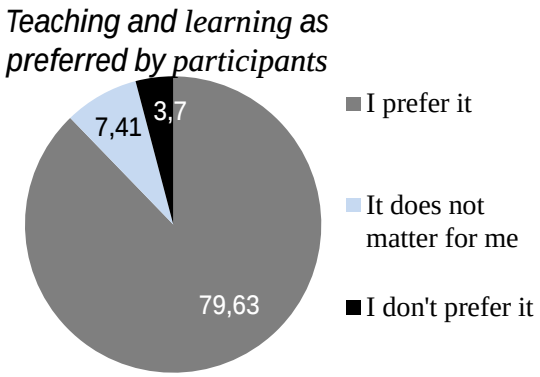


Chart12.a

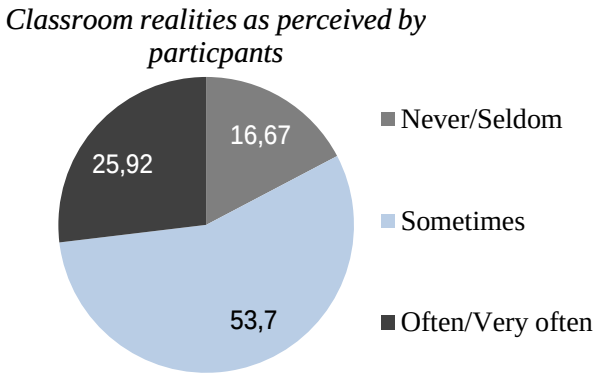


Chart12.b

Analysis of the findings on item N°16

The findings in the table show that teachers' respect of students' ideas had high importance for students in EFL classrooms. We could understand from the findings that most of participants needed to be listened to and to be valued in terms of their own ideas and understandings coming out of debates and discussions. The majority (79.63%) of the participants stated that this was one of their high preferences. Only a few of them were uninterested or did not like this type of learning atmosheres.

In classroom realities, however, participants' responses showed that teachers' respect towards students' ideas acceptable in their classrooms. More than half (53.70%) of the participants admitted that teachers sometimes showed respect towards their standpoints and perspectives. Admittedly, only a few of them (16.67%) claimed that there was a lack of respect of ideas on the part of teachers. Surprisingly, however, those who acknowledged that their ideas were often or very often respected represent a considerable proportion (25.92%) of participants. In fact, according to the findings, we could say that most participants agreed that the frequency of respect and tolerance with their ideas ranged between sometimes, often and very often. This could imply that respect of ideas was not absent in EFL classrooms; rather, it was noticeably present.

Item17: ***In EFL class, teachers value my prior knowledge and experiences as vital source of lesson content***

Table13 and charts 13.a/13.b below show findings related to participants' responses to the item N°17 (fourth item in scale N°4). The question aimed at exploring whether teachers did or didn't value students' prior knowledge and experiences; that is, whether teachers valued and used for the content of lessons the property of knowledge that student already had beyond what they would learn from the teacher. This item might seem to be much like the previous one addressing respect of student ideas, but they are slightly different. Item N°16 was precisely related to ideas coming out in the form of students' personal interpretations and understandings of new issues brought into the classroom by teachers as well as peers. However, item N°17 was concerned, not with students' interpretations and arguments of new issues, but with already-established knowledge in the form of beliefs, values and personal philosophies of each student. In sum, the question attempted to explore if teachers used to use students' prior knowledge in developing the content of lessons. It also aimed at exploring whether students did or did not have interest in teachers' investing in students' experience in the classroom.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	35	7	2	3	14	17	10	6
%	64.81	12.96	3.70	5.56	25.93	31.48	18.52	11.11
				31.49			29.63	

***Table13**: questionnaire findings about teachers' position towards students' prior knowledge and experiences in EFL classrooms.*

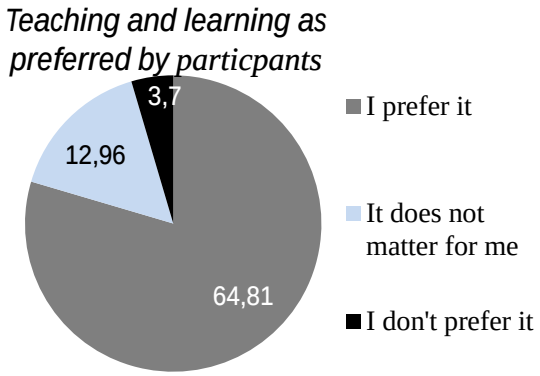


Chart13.a

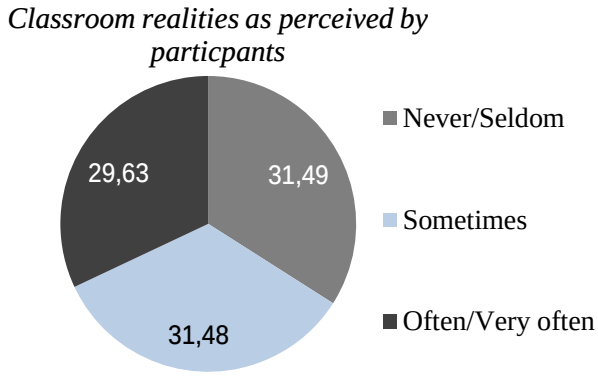


Chart13.b

Analysis of the findings on item N°17

According to the findings in the table, participants highly liked to invest in their prior knowledge as part of lesson content. The majority (64.81%) of them showed this interest. Only a few of them didn't like or were not interested in this aspect of teaching.

In classroom realities, however, the findings showed some disagreement between participants with regard to the extent of teachers' application of this method in their teaching practices. Measures of participants' responses appeared equally distributed in the table. Around one third (31.49%) of the participants claimed that

teachers either never or seldom invested in their prior knowledge as part of the lesson, a similar proportion of the participants (31.48%) stated that teachers sometimes did that, while an almost equal proportion of them (29.63%) admitted that their prior knowledge was either often or very often invested by teachers in building lessons. As such, we could say that investing in students' prior knowledge in building lessons was rather sufficient in EFL classrooms. That means that students' high preference to this aspect of teaching was rather satisfied.

Item18: In *EFL class, teachers praise multiplicity of ideas although they confront with their points of view and their ideas*

Table14 and charts 14.a/14.b below show findings related to participants' responses to the item N°18 (fifth item in scale N°4). The question aimed at exploring whether teachers did or did not use to promote motivation for interaction amongst students through encouraging and praising the diversity of ideas and understandings in the classroom. In other words, its aim was to explore whether tolerance towards the diversity of ideas was explicitly shown by teachers. The importance of this point was based on the belief that if teachers were to publicly praise the diversity of ideas even though they confronted with their own ones, then that might encourage students to speak out for themselves regardless of the confrontation of their ideas with those of the teachers or peers, I mean they would be motivated in debating and negotiating ideas. The question also aimed at exploring whether students had this issue in their interests.

	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
	I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Nbs	30	10	5	10	14	17	8	2
%	55.56	18.52	9.26	18.52	25.93	31.48	14.81	3.70
				44.45			18.51	

***Table14**: questionnaire findings about teachers' position with regard to multiplicity of ideas in EFL classrooms.*

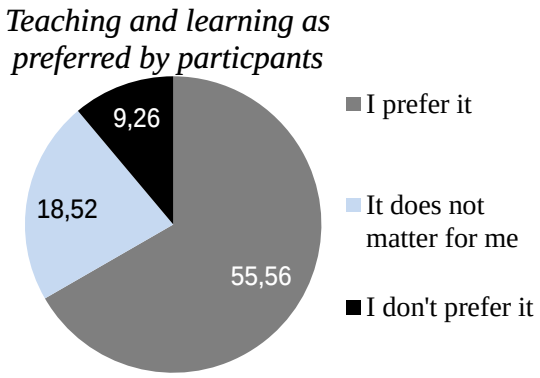


Chart14.a

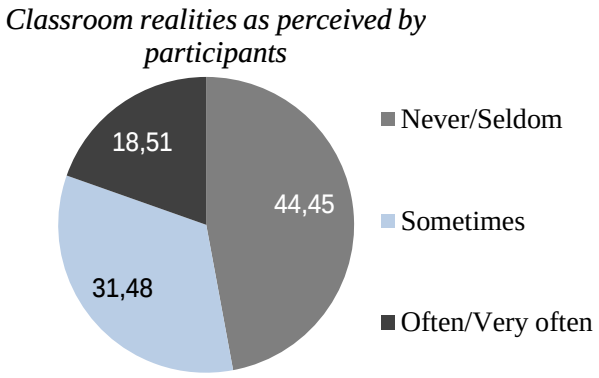


Chart14.b

Analysis of the findings on item N°18

According to the findings in the table, we could notice that, even though teachers' praising and tolerance with regard to the diversity of ideas was rather preferred by participants, this preference was less than their preference with respect to the other practices explored before. More than half (55.56%) of the participants showed that they liked that teachers would praise multiplicity of ideas in classrooms. A rather considerable proportion (18.52%) of the participants, however, demonstrated that they were not interested in that. While only a few of them displayed that they did not like teachers to do that.

In classroom realities, however, the findings showed that a rather large number of participants considered that teachers insufficiently played this role in classrooms. Nearly half (44.45%) of them perceived that multiplicity of ideas was either never or rarely praised by teachers in classrooms. A lesser number, about one third (31.48%) of them, perceived that teachers only sometimes did that. Nevertheless, there was a rather considerable number of participants, almost one fifth (18.51%) of them, who considered that multiplicity and tolerance of ideas were adequately praised by teachers. As such, it could be assumed that teachers' role in involving students in interaction through explicit praising of multiplicity of ideas was slightly insufficient. Moreover, contrasting the findings of this table to each other, students' preference of this teaching practice could also be described as slightly not satisfied.

3.1.3. Conclusion about the questionnaire findings

Globally speaking, it could be assumed that interactive practices were highly preferred by EFL classrooms, but their presence in classrooms was not to such a sufficiency that it would have satisfied students' likes.

As far as students' preferences are concerned, statistics show that all teaching practices which were in question gained high receptivity on the part of students. As shown at the bottom of Table B above, the majority of participants with a total of 69.37% of the whole number agreed that all the teaching practices which were suggested in the questions were important parts of their preferences. A total of only 14.96% of the participants showed no interest to these practices in their classrooms, while a lesser proportion of participants (7.98%) said that those practices were out of their preferences. The conclusion that could be drawn might be that interaction was perceived by EFL students as a significant pedagogical practice in their classrooms.

As far as classroom realities are concerned, most of interactive teaching practices were reported by participants as either insufficiently or only acceptably present in their classrooms. The findings, for example, showed that teachers provocation of both teacher-student and student-student interactions was insufficiently frequent in the classroom. Opportunities given to students to negotiate meanings and ideas were between insufficiently and acceptably frequent, and similarly for opportunities given to students to initiate negotiation or to enquire for further explanations amongst students. In other words, interaction in EFL classrooms was not adequately used as a pedagogical practice in EFL classroom. Almost only opportunities for cooperative work (mainly through group works) were sufficiently provided by teachers to their students, but still decisions-making about that was not frequently shared between teachers and students.

Moreover, the findings showed that the classroom atmosphere was insufficiently encouraging to the stimulation of interaction in the classroom. According to the findings, students could not easily have opportunities to demonstrate

their standpoints of accepting or refusing the ideas being discussed in the classroom. Likewise, the classrooms atmosphere hardly made students aware about the possibility to challenge ideas and theories in the classroom, and teachers inadequately invested in students' prior knowledge and experiences, as well as they hardly praised multiplicity of divergent ideas and standpoints in the classroom.

In statistics, total findings as shown at the bottom of Table B above indicate that interactive practices in EFL classroom globally ranged between insufficient or acceptable frequency. A global proportion of 35.33% of participants' responses fell under the combination of the choices *never* and *rarely*. While, a less proportion of the responses (33.9%) fell under the choice *sometimes.* However, only 22.21% of the total responses fell under the combination of the choices *often and very often.*

To sum up, the findings of the questionnaire showed that interaction was highly preferred by Algerian university EFL students, but also that it was rather inadequately present in their classroom realities, equally in practical terms (i.e. as opportunities to interact) and in motivational terms (i.e. classroom atmosphere).

3.2. Findings of group discussions

The following step will be concerned with the presentation and analysis of data collected through group discussions. To remind, group discussions were designed and conducted to explore and understand how the absence of interaction (negotiation) might affect students' affective factors. But before we start to present and discuss participants' responses, it might be important to draw attention to the following notes:

1. Most of participants' responses were used in their original length because they were most of the time samples of students' experiences in EFL classrooms rather than being their own standpoints or perspectives. That is why maintaining the length of responses was sometimes required.

2. Short illustrations from participants' responses were included each within the corresponding paragraph while illustrations which were considered longer were separated and shown in isolation as separate passages.

3. Many of participants' responses consisted of a lot of grammatical errors but they were not corrected. They were maintained as delivered by participants themselves without any modifications.

4. Punctuation, however, was supplied in places where it was clear it would not change what participants would have intended to say.

5. Square brackets with three points included in […] were usually used in the following cases:

    a. In cases where participants' utterances were not clearly articulated

    b. In cases where participants modified their utterances or shifted to repair their utterances

c. In cases where there was repetition of words, phrases or parts of their utterances.

d. In cases where parts of the responses were considered irrelevant or not beneficial for the point being discussed.

e. In cases where responses were long but it was not helpful to eliminate them and instead it was better to contract their length.

3.2.1. Presentation and interpretation of the findings.

In fact, group discussions revealed many ways in which the absence of negotiation in EFL classroom would impact on students' affective factors. Skimming through participants' responses regarding the effects of the absence of negotiation in EFL classes, we were able to sort out at least the following effects.

1. Boredom
2. Lack of motivation
3. Lack of interest
4. Negative self-image and low self-esteem
5. Poor classroom atmospheres
6. Poor relationships
7. Poor behaviours, and;
8. Poor attitudes (receptivity) to the teacher, the subject and the classroom

3.2.1.1. Boredom, lack of motivation and lack of interest.

In fact boredom, lack of motivation, lack of interest and lack or absence of attention were quite frequent in participants' responses as effects of the absence of negotiation in EFL classrooms. It was noticed during discussions that boredom and the diminishing of motivation gained agreement amongst all participants as being usual

effects of the absence of negotiation. Participants agreed upon the idea that a classroom which was pour in negotiation usually pushed them to get bored of the course itself and of the classroom as a whole, and finally to get de-motivated and indifferent in learning in general terms. This could be inferred from many of participants' responses throughout all the discussions.

Brahim, for example, one of the participants, a second year student, explained how the presence of negotiation was important for him in the classroom and how its absence brought him to boredom, drove him to stray from the lesson, caused him to become passive and affected his interest in the lesson in that the lessons became meaningless for him. In this sense Brahim stated:

> The first effect of the absence of negotiation in the classroom is for me I get bored in class. I start to think about things, I start to write songs on my copybook, and I won't be there in the class, even I am there physically. I write only the title and I look for it on the net and I prepare myself alone. But if there is negotiation I am always there for negotiation and we talk about many points that interest me and the teacher and even my friends, and we end the course happy. However when it is the other type passive classroom I want sometimes I want to sleep. I am absent. Physically I am present but with my head I am absent.

In fact Brahim's response above would suggest a lot of implications about the significance of negotiation and the effects of its absence in L2 classrooms. One possible implication is that negotiation is one vital source of keeping students' attention and interest in L2 learning. Brahim's words above could illustrate this as he mentioned that when opportunities of negotiation were not provided in the classroom he would turn away to get occupied by matters beyond the objectives of the lesson, in that as he said " I start to think about things, I start to write songs on my copybook, and I won't be there in the class".

Another implication that could be inferred from Brahim's response above is that the significance of the content or the material being learned for students might be strongly dependent on satisfying students' needs and likes in terms of how learning is preferred to take place. That is, learning process for students might be more important than (or at least as important as) the content of learning i.e. the material itself. And since negotiation represents a significant aspect of learning process, its absence then would result in serious gap between students' expectations (needs) and learning practices. This could be illustrated by Brahim's response above. Brahim showed that he had no interest in what the teacher brought into the classroom except the title of his lesson as he stated "I write only the title and I look for it on the net and I prepare myself alone"

Brahim justified his position in that the process of learning did not give him opportunities to negotiate things in classroom practices. He would probably mean that the content or the material was of less significance since it could have been available elsewhere and that the teacher was not the only source of information. In other words, knowledge that was being learned in the classroom could have been found outside the classroom, without complete reliance on the teacher and the classroom. However, what was not available everywhere for him is how learning was processed, in which classroom negotiation was for him the most significant way of learning process. Therefore, Brahim explicitly showed that the major reason of his being 'mentally' there in the classroom was not what he would learn but how he would learn. For Brahim, the absence of negotiation as one form of learning processes was a major source of boredom, lack of interest, and indifference in the material and in the classroom as a whole. In sum, the absence of negotiation meant for him the absence of motivation.

The claim that the absence of negotiation could be a source of boredom and lack of interest in learning seems to be a point of agreement amongst participants. For Sana for example, another second year student, the absence of negotiation, not only that it led her to boredom, but further it made the lesson meaningless. Responding to a

question about the effects of the absence of negotiation in the classroom, Sana responded:

> On me it has different effects, negatively of course. First it gets me bored with the lesson, so I am sometimes I get lost I don't understand what the teacher is saying about and I get sometimes not interested with the lesson. And also it personally the lesson it became meaningless for me.

It seems that Sana strongly agrees with Brahim in that what was being learned in the classroom became meaningless for students since it was not negotiated by students. Sana justified the futility of a classroom poor in negotiation in that the absence of negotiation would result in lack of understanding and luck of interest which would in turn make learning fruitless and therefore meaningless.

3.2.1.2. The absence of negotiation and negative self-image

Beyond boredom, lack of motivation and lack of interest, depriving students from opportunities of negotiation and sharing ideas and perspectives in the classroom, according to participants' responses, influenced students' self-esteem and led students to hold negative self-images.

Affaf, one of the participants, as she confirmed the claim that the absence of negotiation caused boredom and lack of interest in learning, she further claimed that the absence of negotiation affected students' self-image. Affef claimed that putting the student at the position of receiving what the teacher brought into the classroom made her feel that her value was absent and ignored in the classroom. She stated:

> When students did not share ideas and didn't work in the class they feel boring and they feel that have not known value in the class […] just listen as listeners and reception role.

Almost the same point of view expressed by Sihem, another second year student, as she stated that the absence of negotiation "[...]is very negative because the students get bored, first of all, the second point I think that students feel that he has a stock. He is just receiving information[...]"

It could be implied from Sihem's words that learning through transmission and reception between teachers and students would promote the feeling amongst students that their role and contribution to the construction of knowledge is denied and promotes the feeling that students are merely empty cans, or as she said "stock" to receive knowledge from teachers.

In fact, both Sihem's and Affef's responses might be suggestive for understanding how the absence of negotiation might affect students' self-images. It could further be implied from what both Affef and Sihem stated that students' positive or negative self-images might correspondingly stem from the types of images teachers formulate and show about students throughout their managements of teaching and learning practices. And consequently, if teachers don't provide opportunities of negotiation and participation for students in the classroom, that might give the impression among students that teachers hold poor attitudes and negative views about their students' roles and about the value of their contributions as major sources of learning, and that these poor attitudes on the part of teachers would make students hold bad images about themselves.

In trying to give an explanation to such poor attitudes on the part of teachers, Rabeb, a second year student, suggests that these attitudes on the part of teachers would stem from their beliefs about the abilities and capacities of students to manage their learning. This is probably what she meant in her statement:

> First of all, may be because they see that students are not well prepared to be in here, in general and there are some reasons like the psychology of the teacher himself may be he feels like he is not able, not not able but, he

doesn’t want to present the lesson this way, so he just throw it or may be the module himself itself insists on this

3.2.1.3. Poor classroom atmospheres, tension in relationships, and poor behaviours

The findings of the study also showed that the absence of negotiation in L2 classrooms had serious negative effects on the type of learning atmosphere in the classroom, the type of relationships between teachers and students and even on type of students’ behaviours. Classrooms which were poor in negotiation created tension, defensiveness, and undesirable disciplinary manners. That is, tension of relationships between classroom participants, anxiety amongst students and behavioural disruptions in classrooms might be all the product of the absence of students’ voice whether with respect o what or how they want to learn.

Participants showed their dissatisfaction with teachers who did not negotiate with them both what and how to learn in the classroom. In other words, according to participants, teachers who did not negotiate decisions with their students about choices of what they liked to learn or how they liked to learn were reported by participants to create tension in the relationships between them and their students and to affect students’ behaviours in classrooms.

Showing her dissatisfaction with the absence of negotiation of what was being learned with some teachers, Rabeb, a third year student stated:

> In general, let’s say I hate the way when the teacher starts reading the lesson, prepares the course and just read it and you have to take notes and […] I want the teacher to make us think about the module about the subject about something like this, to make it funny

Rabeb claimed that this type of teachers might not create good relationships with their students. She maintained that what was missing in her classrooms was

> […]the good relationship between students and the teacher as if some teachers, not all of them, they keep partition between us and them. You don't feel that like they are teaching you just like they are forced to do it, I am just reading my paper and I don't care about you. So it's not appropriate I think.

When Rabeb asked if she had ever expressed her concerns or her disagreement with her teachers about what or how she wanted to learn, she answered: "No, even if I feel this, I would not have the courage to tell it." .When asked about the reason, she justified: "I am afraid of the reaction of the teacher and the critics of students or classmates, or I would keep it to my self".

Manel, a third year students, commented on Rabeb's words in how some teachers did not give any opportunity for students to express their concerns about their teaching styles . In response to a question about if students were allowed to express their position with regard to heir teachers' teaching styles she claimed:

> […]it's like impossible as if the teacher is already made like this and shaped like this we cannot change it you want to give him a remark but he would like to tell you at this come and teach in my place.

Rabeb and Manel presented a sample picture of some aspects of classrooms where opportunities of negotiation were absent between teachers and students. Other participants' responses clearly showed how these patterns of classrooms created tension in relationships between teachers and students and how such classrooms became a source disappointment amongst students and therefore affected students' behaviours and discipline in classrooms.

Maram, for example, a second year student, presented a sample case of how students' disciplinary patterns were affected because of the absence of negotiation between teachers and students. Maram reported how her experience with the absence

of negotiation with her teacher led her to plan to escape from the classroom the whole year, and how that led her also to be rebellious in the class because the classroom did not provide her with opportunities to express her voice. Maram reported that since her presence in the classroom was only to receive what the teacher presented, then her presence in the classroom was completely useless and that she did her best to be outside. She also reported how the absence of negotiation made the classroom for her a place of troubles and activities beyond the classroom goals as a place for learning. Maram reports how she was striving to find a way for justifying her absences in order to stay outside the classroom the whole semester because her classroom did not provide her with opportunities to show her voice about her learning with the teacher of literature. She stated:

> For me let's take the module of literature, for example, I made a decision for the module to not to be excluded for the module of the literature. This week I will be present like my friend says, physically present, and next week I will be sure I will be absent; then the other so on to not to be excluded from the module. Then I made the justification for three absences and I make a lot of absences in literature. Then if I attend the class, first of all, at the very beginning, I fell asleep then if I wake up I start to make fun of my classmates, to make noise, I am very noisy, rebellious, talkative, and I will do everything especially make fun of the teacher and I always prefer to stay in the back always in the back and start to make fun and as my friend said I write the title of the lesson and I will check it in the net […] We are disappointed.

Maram simply justified her rebellious behaviour in the classroom in that her point of view was manipulated by the teacher as she stated:

> for me if I feel that my point of view is manipulated in that I am like I said before oppressed and none take care of my point of view I tend to be rebellious and careless and try to do what I want. I hate to be imprisoned or something like that.

3.2.1.4. Poor attitudes (low receptivity) towards the teacher, the subject and the classroom

Participants' responses showed also that the absence of interaction in L2 classroom could also result in poor attitudes of students towards the teacher, the subject and the classroom as a whole. In other words, students' receptivity to the teacher as a vital participant in the classroom and the relationship between the teacher and students was being affected by the absence of negotiation in the classroom. In addition, students also held poor attitudes towards the subject of their learning and even to their presence in the classroom as a whole. This is at least what could be inferred from the following participants' responses.

Wissam, for example, one of the participants, presented a sample case about how the absence of negotiation between teachers and students about choices with respect to the material of the course affected students' attitudes and positions with regard to the teacher. Wissam claimed that such absence of negotiation would create hard affective tension in teacher-student relationships and would put strong barriers between students and teachers.

She reported one of her experiences with the class of literature where her expectations, her likes and preferences were not satisfied by the teacher who, as she said, refused to negotiate with her about what she liked to prepare and present in the classroom for her presentation work. Wissam reported that the coercive and authoritative relationship that existed between them as students and their teacher led her to hold a poor attitude towards the teacher and her subject and to loose interest in being in that class. In this sense she stated:

> For example in literature at the very beginning before we study Shakespeare and Macbeth I told the teacher let‘s do Hamlet, I was insisting, please Hamlet, please please Hamlet and she was asking why and I said I love to analyse it in class because I love this play, I don't know why may be because everybody died at the end and I wanted to do this but she insisted

> on doing whatever she wants and I think this is some kind of problem especially in literature because this is what we are studying. You know it you are the teacher. You know it but we want to do this because this will make us some kind of released and interested. And because she didn't listen to what I told her because she is fascists she did what she wants she made me not falling asleep but not interested the whole semester because it's not what I wanted it's not what I expected. Even if when she entered she is like, for hour and half talking and telling us the story […] I mean if you want to tell me the story only about what Shakespeare writes and how Shakespeare is genius and I don't know… he did this and this was killed there[…]noI don't like it.

In fact, the case of Wissam might be very suggestive for understanding the causes of the breakdowns in teacher-student relationships. It might be also suggestive in terms of understanding how negotiation could be the optimum way to promote a tension-free classroom and then to bridge up relationships in classrooms. Wissam as she reported held in her agenda of preferences to make a presentation about Hamelet because that was her like. But, because her expectation clashed with the agenda of the teacher, negotiation might have been the safer way to reconcile between the two agendas. However, as Wissam claimed, this opportunity of negotiation was not provided by the teacher. The result was that Wissam lost interest in the teacher's courses as a whole, and further she positioned her teacher as 'fascist' as she said. This means that Wissam's attitudes towards the teacher were strongly affected by the absence of negotiation between them. Presumably, if things had been negotiated, satisfaction and positive attitudes might have been dominant regardless of the findings of negotiation having been reached.

Another sort of tension in the classroom, according to Maram, was created by some teachers who were not open to students' criticism and reflections about their teachers' teaching styles. According to Maram, teachers who did not allow students to show their own standpoints about their teachers' teaching styles would create tension between students and teachers. One of the aspects of tension is anxiety amongst

students. In the following sample Maram gives an example of how anxiety, discomfort, lack of students' engagement in learning, and even perturbation in student-student relationships were negative effects of restricting students' voices and opportunities to reflect on their teachers' teaching styles. Maram said:

> Coming back to the module, I would like to narrate a story about oral expression. One day my friend and I always negotiate. We negotiated with the teacher the way he is teaching us oral expression, and like my friend said […] so barriers and oral expression has no chance till now. Those people sitting here chose to remain silent and we were the two rebellious girls in front of the teacher, two rebellious girls who 'hate' the teacher and something like that. So, we paid for that and also we had a bad reputation, we always complain, we have very bad reputation […] intelligent students, very clever students chose to remain silent in order to get high grade and this is the reality and none said teacher they are right because it is said that it is not the way of learning oral expression and he is not competent teacher and we need what we will do and we willdo[…]

Anxiety, silence, caution, lack of involvement, and passiveness could be thus the defining features of classrooms which do not promote and encourage negotiation between classroom participants. Maram's statement above reveals how anxiety could raise in classrooms where negotiation was not a conventional norm for teaching and learning practices. I mean in classrooms where, as Maram said " […] so barriers and oral expression has no chance.".

Probably, Maram would mean that negotiation with her teacher was not an easy task but it was a risky decision full of fear and panic because, as she said, it would be paid for. She claimed that her initiative together with her friend to negotiate with their teacher cost them being categorised by the teacher as "the two rebellious girls in front of the teacher, two rebellious girls who 'hate' the teacher and something like that". This anxious atmosphere made the majority of students silent and not ready to take the risk and get involved in discussion with the teacher because, as Maram said,

"intelligent students, very clever students chose to remain silent in order to get high grade and this is the reality and none said teacher they are right […]".

In fact, if Maram interpreted her fellows' silence in their hope not to disturb their teacher and therefore to get good marks, Brahim justified his silence in his fear from the teacher's reaction to his criticism as he sated:

> when I criticise I must be polite […] but whenever I feel that the teacher will be aggressive with me I stop not because I am afraid from my point on something but sometimes I will pay alone […] in my case when I talked about the teacher who don't have the ability one of our good teachers of last year and he know me well he came to me and told me 'Brahim, my son, stay away from this because you will pay alone".

What Maram and Brahim reported might also be an indicative of how student-student relationships were disrupted because they were not in agreement about whether or not to face their teachers. This disruption could probably be inferred from Maram's tone when she ironically called silent students as 'intelligent' students.

3.2.2. Conclusion about the findings collected from group discussions

According to participants' responses during group discussions and according to the discussion of these responses above, it could be concluded that the findings showed that the absence of negotiation in EFL classroom had negative effects on students' affective factors.

It was found that the absence of negotiation caused boredom in classrooms and that this boredom usually made the subject and the classroom meaningless for students. It was also found that the absence of negotiation was a major source of lack of interest and lack of motivation in learning amongst students. Moreover, negative self-image was found to emerge when students' voices were marginalised and not heard in the classroom. It was also found that when students felt their voices were

marginalised, their receptivity to the teacher, to the subject and to the classroom as a whole was very low. The result was that poor classroom atmospheres were dominant. In these poor atmospheres tension of relationships between teachers and students and behavioural and disciplinary disruptions were found to become the dominant norms of the classroom.

As such, two major conclusions could be drawn from the findings above. The first is that EFL students were highly aware of the importance of negotiation in EFL classrooms and that negotiation was one of their major needs. The second is that depriving students from this basic need was affectively painful for EFL students, not only in that their learning and their linguistic competences were not given chances to develop through negotiation, but more than that because of their feeling of being socially marginalised in the classroom, the place which should have played the role of their socialisation.

In sum, probably the principle reason that made the absence of opportunities of negotiation painful for EFL students is that the absence of negotiation would have meant for them the absence of their intellectual and social power in the classroom. This could find illustration in the following response of one of the participants, Wissam, who put:"[…] we are the students of university, the power is in our hand and it is not about the teacher, it is about us who matters here and the most important thing is our education and we get what we came for".

3.3. General discussion of the findings of the study

It could be assumed that the findings of this study provided three major conclusions with respect to the instrumentality of interaction in Algerian university EFL classrooms: The first conclusion is that the Algerian context was found to be favourable for the implementation of interaction as a pedagogical practice in university EFL classrooms. That is, Algerian university students were found to have high receptivity to the concept of interaction as a pedagogical practice in their learning processes and that it was one of their basic needs that should be satisfied in classroom practices. The second conclusion, however, is that the implementation of interaction in classroom practices was not as sufficient as it was needed by students. Whereas the third conclusion is that interaction was found to be indispensable from an affective perspective for EFL classrooms. In other words, the absence of interaction was found to be harmful to students' affective factors, to classroom relationships and to classroom participants' wellbeing in general. The combination of these three conclusions might suggest that more attention should be paid to the centrality of interactive practices and socially-organised classrooms especially at higher levels such as the case for university EFL levels of learning.

3.4. Implications of the findings of the study

The findings of this study could have some implications mainly for Algerian EFL context in that they constitute a reference of illumination for university L2 teachers in general (and EFL teachers in particular). The following two examples might illustrate how this study could have implications in the filed of L2 education in Algeria.

The first facet of significance is that it would provide EFL teachers with some illumination about the Algerian L2 educational reality at university levels, both in terms of perceptions and in terms of practices. That is, teachers would be familiar with the type of students' expectations and likes with regard to their classroom processes. For example, EFL teachers would be illuminated with the fact that interactive practices are part of university EFL students' agendas and that organising non-interactive

classrooms might lead to clashes between teachers and students' agendas of preferences. As such, teachers could benefit form the findings of this study by tuning their teaching styles in a way that they would not fall in clashes between their own and their students' agendas of preferences and expectations.

And second, L2 teachers might find the findings of this study a source for understanding many areas related to the motivational and disciplinary structures of their students. For example, the absence of interaction was found to be harmful to students' affective factors and even on their reactive behaviours.

3.5. Limitations of the study

Although this study could be used as a source of illumination, still its findings have some limitations. The following examples might illustrate that:

1. The findings of the study were based on data collected from a narrow context and thus it might not be representative to the whole context of the Algerian university EFL context. That is, though the findings showed that interaction was rather insufficiently present in classroom realities, still this might be restricted to the sample of participants and their specific university backgrounds. Since participants represented only three universities, it might be expected that the findings might have been different if more participants and more university backgrounds had been involved for the study.

2. The study did not show clearly to what extent EFL students preferred the frequency of interaction to be present in their classrooms. It is true that the findings of the study showed that students had high receptivity to interactive practices in their classrooms, but still this might not imply they intended to use interaction all time.

3. Limitations of the findings of this study might be due to the design and the processing of this study itself. It could not be expected that the design and

procedures of the study were to such an accuracy and precision that it could have provided unquestionably reliable findings.

4. The findings also showed that participants' responses to the study questions did not show very clear agreement amongst participants themselves with regard to many issues related to the topic. Each time, responses were distributed, though unequally, on different standpoints of participants. This might suggest that the findings should be taken with some reservations and not as an accurate measurement of the whole reality of the Algerian university EFL classrooms.

3.6. Suggestions for further research

Regarding the limitations of this study and regarding the complexity of the topic of interaction, further areas could be suggested for further research involving the topic of interaction in EFL classrooms. At least, two examples could be suggested. First, research might, for example, work on exploring and understanding why some teachers do not implement interaction as a pedagogical practice in EFL classrooms. In this study we noticed that many of the participants claimed that some interactive practices were never or rarely provided in their classrooms. This might imply that at least some teachers did not provide enough opportunities of interaction with regard to certain practices in classrooms. Reasons behind this might need imperial evidence as these reasons could be expected, for example, to stem from teachers' beliefs or other similar factors. Second, not far from this point, another area might be worthy of research which is exploring why some students did not include interaction in their preferences. The questionnaire findings showed that at least some students were not interested or even did not like some interactive practices to be implemented in classroom realities. This might suggest that many factors could explain that, such as anxiety, for example

General conclusion

4.0. Conclusion

We can conclude that interaction as a pedagogical practice is a basic concept in SLA classrooms which has gained support from multiple perspectives. Interaction is supported by empirical evidence from a linguistic perspective, from a cognitive perspective, from a constructivist and social perspective, as well as from an affective perspective, as this study showed at least.

All these perspectives, including the findings of this modest study, confirm the indispensable instrumentality of interaction in SLA classrooms. However, this recognition of the significance of interaction might not be understood in that research has covered all aspects related to the correlations between interaction and SLA. Certainly, more research would mean more aspects to be explored for the significance of interaction in SLA contexts.

As far as the Algerian context is concerned, this study might suggest that stylistic teaching and learning approaches and practices might need some transformations both at the level of conceptualisation and practice at Algerian universities. It is clear from the findings of this study that learning culture within the conceptual framework of Algerian students have changed and are being replaced by a new generation of educational ideas and beliefs. Our students have become no longer interested in maintaining in a passive position with regard to the ways their learning is approached in classroom practices.

Students showed through this study that they want more power in classrooms that they want their voices to be heard and appreciated, that they want sharing decisions regarding both what and how to learn. In general terms, they want to practice a democratic learning where they can challenge theories and perspectives as well as valuing their multiple experiences to enrich knowledge construction. In short, it seems that our students believe that learning is more a co-construction workshop then being merely a reception of ready-made bits of knowledge.

This study, however, suggests that these ambitious expectations of students are not being satisfied in their classrooms. Opportunities for democratic classrooms, for freedom of thinking and expression are hardly available in the procedural reality of their learning. Moreover, students clearly showed that depriving them of the right to satisfy their expectations would cause harm to their well-being both as learners and as social individuals.

As such, we can put that this study might suggest that the adoption of interactive classrooms are of great importance, at least from two major dimensions:

The first dimension is a purely pedagogical. In other words, interaction is continuously gaining more support for its instrumentality and indispensability for formative purposes; I mean for building learning competences and abilities.The second dimension, however, is social. In other words, this study might confirm that the socialisation of learning is a prerequisite both for the well-being of learners as purely students in the classroom in the narrower sense and for their well-being and their behaviour in social life beyond the classroom in larger sense.

References

Adams, R. (2007): *does second language learners benefit from interacting with each other? In A. Mackey, (ed). Conversational interaction in second language acquisition*. Oxford University Press.

Allwright, D. & Bailey, K. (1991). *Focus on the language classroom*. Cambridge: Cambridge University Press.

Allwright, D. & Hanks, J. (2009). *The developing language learner: an introduction to exploratory practice.* Palgrave Macmillan.

Arnaiz, P. & Hantley, S. (2011). *Interaction in the foreign language classroom and in the forum from a learner's perspective*. Revista Canaria De Estudios Ingleses, 63, pp.91-100. Retrieved 31 May 2014 from http://www.gi.ulpgc.es/psicologiadeporte/docs/Interaction-in-the-foreign-languaje.pdf

Barton, A. C., Basu J., Johnson, V., &Tan, E. (eds.) (2011). *Democratic science teaching: building the expertise to empower low-income minority youth in science*. Sense Publishers Rotterdam/Boston/Taipei.

Basu, S. J. & Barton, A. C. (2010). *A researcher-student-teacher model for democratic science pedagogy: connections to community, shared authority, and critical science agency*. Equity & Excellence in Education, 43(1), 1–16. University of Massachusetts Amherst School of Education

Breen, M.P. and Littlejohn, A. (eds.) (2005). *Classroom Decision-Making: Negotiation and Process Syllabuses in Practice*.Cambridge university press.

Brown, H. D. (2000). *Principles of language learning and teaching*. Addison Wesley Longman, Ink.

Can, T. (2009). *Learning and teaching languages online: a constructivist approach*. Novitas- ROYAL, vol. 3(1), pp. 60-74.

Cook-Sather, A. (2006). *Sound, presence, and power: "student voice" in educational research and reform.* Curriculum Inquiry 36, 4 (Winter 2006), 359-390.

Cooperstein, S. E. & Kocevar-Weidinger, E. (2004). *Beyond active learning: a constructivist approach to learning*. Reference Service Review, vol. 32, pp. 141-148.

Cummins, J. (2009). *Pedagogies of choice: challenging coercive relations of power in classrooms and communities*. International Journal of Bilingual Education and Bilingualism, Vol. 12, No. 3, pp. 261-271.

Davis, M. H. (2010). *Practicing democracy in the NCLB elementary classroom*. (Master dissertation) submitted in partial fulfillment of the requirements for the degree

Master of Science in Education. School of Education and Counselling Psychology Dominican University of California. Retrieved August 5, 2014 from http://www.dominican.edu/academics/education/department-of-education/graduate/seed/2010%20filestorage/davissp10nclbdemocracy.pdf

EGI, T. (2997). *Recasts, learners' interpretations, and L2 development.* In A. Mackey, (ed). Conversational interaction in second language acquisition. Oxford University Press.

Ellis. R. (1985). *Understanding second language acquisition*. Oxford University Press.

Fang, X. (2010). The *role of input and interaction in second language acquisition*. Cross-Cultural Communication, Vol. 6, No. 1, pp. 11-17

Fletcher, A. *Meaningful Student Involvement*. Retrieved August 05, 2014 from http://www.soundout.org/MSIIdeaGuide.pdf

Foster, P. & Ohta, A.S. (2005). *Negotiation for Meaning and Peer Assistance in Second Language Classrooms.* Applied Linguistics 26/3:402–430. Oxford University Press.

Hall, J.K. & Walsh, M. (2002). *Teacher-student interaction and language learning*. Annual Review of Applied Linguistics (2002) 22, 186-203. Printed in USA Copyright 2002 Cambridge University Press 0267-1905/01. retrieved from: http://www.learner.org/workshops/tfl/resources/s2_languagelearning1.pdf

Harris, M. (2011). *Why Letting Students Talk is Essential*. In B. Hand & L. Norton Meier, eds. Voices from the classroom: Elementary Teachers' Experience with Argument–Based Inquiry. Sense Publishers, 13–23. Retrieved August 06, 2014 from https://www.sensepublishers.com/media/1255-voices-from-the-classroom.pdf

Jia, Q. (2010). *A brief study on the implication of constructivism teaching theory on classroom teaching reform in basic education*. International Education Studies, vol. 3, No. 2, pp.197-99.

Jin, L. (2011). *Constructivism- application in oral English teaching to non-English majors.* Global Partners in Education Journal, vol. 1 No. 1, pp. 13-20.

Jones, M. G. (2002). *The impact of constructivism on education: language, discourse, and meaning*. American Communication Journal, vol.5, issue. 3.

Jordan, G. (2004).*Theory construction in second language acquisition*. John Benjamins Publishing Company Amsterdam/ Philadelphia.

Kao, P. L. (2010). *Examining second language learning: taking a sociocultural stance*. ARECLS, vol.7, 113-131.

Lantolf, J. P. & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. New York: Oxford University Press.

Lantolf, J. P. (Ed.). (2000). *Sociocultural Theory and Second Language Learning.* Oxford, England: Oxford University Press.

Le Cornu, R. (2005). *Towards constructivist classrooms: the role of the reflective teacher*. Journal of Education Enquiry, vol. 6, No. 1, pp. 50-64.

Mackey, A. (1999). *Input, interaction, and second language development: an empirical study of question formation in ESL*. Cambridge University Press.

Mackey, A. (2007): *the role of conversational interactions in second language acquisition.* In A. Mackey, (ed). Conversational interaction in second language acquisition. Oxford University Press.

Manefield, J., Collins, R., Moore, J., Mahar, S. & Warne, C. (2007). *Student voice a historical perspective and new directions* (Paper No. 10). Copyright State of Victoria. Retrieved August 05, 2014 from

Menezes.V. (2013). *Second Language Acquisition: Reconciling Theories*. Open Journal of Applied Sciences, 2013, 3, 404-412 Published Online November. (http://www.scirp.org/journal/ojapps).http://dx.doi.org/10.4236/ojapps.2013.37050

Morrison, K. A. (2009). *Making teacher education more democratic: incorporating student voice and choice*. Educational Horizons, pp. 102-115.

Mvuduu, N. & Thiel-Burgess, J. (2012). *Constructivism in practice: the case for English language learners*. International Journal of Education, vol. No.3, 108-18.

Ohta, A. S., 2000. *Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar*. In J. P. Lantolf (ed.), Sociocultural theory and second language learning. Oxford University Press, 51-78.

Rahimi, A. & Ibrahim, N. A. (2011). *Constructivist vs. objectivist learning environments*. Contemporary Online Language Education Journal, vol. 1, pp. 89-103.

Reza G. Samar, R.G. & Shayestefar, P. (2009). *Corrective Feedback in EFL Classrooms: Learner Negotiation Strategies and Uptake*. Journal of English Language Teaching and Learning Year 52 No. 212, pp. 107-134.

Richardson, S.E. (2001*). Positioning student voice in the classroom: the postmodern era* (Doctoral dissertation). Faculty of the Virginia Polytechnic Institute and State University. Retrieved August 05, 2014 http://scholar.lib.vt.edu/theses/available/etd-11082001-140010/unrestricted/Dissertation.PDF

Richardson, V. (2003). *Constructivist pedagogy*. Teacher College Record, vol. 105, No. 9, pp. 1623-1640. Teacher College, Columbia University.

Richardson, V. P. (1990). *Communication in the classroom: power and motivation*. Communication Education, vol. 39. Retrieved August 6, 2014 fromhttp://www.as.wvu.edu/~richmond/articles/commed-comm.pdf

Ross-Feldman, L. (2007). *Interaction in L2 classroom: does gender influence learning opportunities?* In A. Mackey (ed). Conversational interaction in second language acquisition. Oxford University Press.

Saeedi, F. (2013). The *effect of negotiation on second language acquisition*. Education Journal. Vol. 2, No. 6, pp. 236-241.

Sagarra, N. (2007). *From CALL to face-to-face interactions: the effect of computer-delivered recasts and working memory on L2 development*. In A. Mackey, (ed). Conversational interaction in second language acquisition. Oxford University Press.

Schmidt, R. (2010). Attention, *awareness, and individual differences in language learning*. Retrieved 31 May 2014 from http://nflrc.hawaii.edu/PDFs/SCHMIDT%20Attention,%20awareness,%20and%20individual%20differences.pdf

Sessoms, D. (2008). *Interactive instruction: Creating interactive learning environments through tomorrow's teachers*. International Journal of Technology in Teaching and Learning, 4(2), 86-96.

Sharp, G. (2013). *Power and curriculum: engaging all classroom stakeholders in program planning, implementation, and evaluation*. International Journal of Learning & Development, Vol. 3, No. 5, pp. 42-52.

Sjober, S. (2007). Constructivism and learning. InBaker, E.; McGaw, B. & Peterson P (Eds) (2007) International Encyclopaedia of Education 3rd Edition, Oxford: Elsevier (in print).

Solomonidou, C. (2009). *Constructivist design and evaluation of interactive educational software: a research-based approach and examples*. Open Education - The Journal for Open and Distance Education and Educational Technology, vol. 5, No. 1.

Swain, M. (1995). *Three functions of output in second language learning*. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics*. Oxford: Oxford University Press.

Swain, M., 2000. *The output hypothesis and beyond: Mediating acquisition through collaborative dialogue.* In J. P. Lantolf, ed. Sociocultural theory and second language learning. Oxford: Oxford University Press, 97-114.

Taber, K.S. (2010). *Constructivism and direct instruction as competing instructional paradigms: an essay review of Tobias and Duffy's constructivist instruction: success or failure?* Education Review. Volume 13 Number 8: 1-45.

Trofimovich, P., Ammar, A., & Gratbonto, E. (2007). *How effective are recasts? The role of attention, memory, and analytical ability*. In A. Mackey, (ed). Conversational interaction in second language acquisition. Oxford University Press.
Van Lier, L. (2000). From input to affordance: social- interactive learning from an ecological perspective. In J. P. Lantolf (Ed.), Sociocultural theory and second language learning. Oxford: Oxford University Press.

Von Glasersfeld, E. (1980). Adaptation and Viability. Retrieved March 29, 2014 fromhttp://www.vonglasersfeld.com/060

Von Glasersfeld, E. (1981).*The concepts of adaptation and viability in a radical constructivist theory of knowledge*. Retrieved March 29, 2014 from http://www.vonglasersfeld.com/067

Von Glasersfeld, E. (1983). *Knowledge as environmental fit*. Retrieved March 29, 2014 from http://www.vonglasersfeld.com/084

Von Glasersfeld, E. (1983). *Learning as a constructive activity*. Retrieved March 29, 2014 from http://www.vonglasersfeld.com/083

Von Glasersfeld, E. (1983). *On the concept of interpretation*. Retrieved March 29, 2014 from http://www.vonglasersfeld.com/082

Von Glasersfeld, E. (1989).*Cognition, construction of knowledge, and teaching*.Retrieved March 29, 2014 fromhttp://www.vonglasersfeld.com/118

Von Glasersfeld, E. (1989). *Constructivism in Education*. Retrieved March 29, 2014 from http://www.vonglasersfeld.com/114

Von Glasersfeld, E. (1991). *A Constructivist's View of Learning and Teaching*. Retrieved March 29, 2014 from http://www.vonglasersfeld.com/135

Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge MA: Harvard University Press.

Waterman, S. *Sharing Power with Students: The Democratic Differentiated Classroom*. Retrieved August 06, 2014, from http://www.ncmle.org/journal/PDF/Feb08/Sharing-power.pdf

Westwood, P. (2008). *What teachers need to know about teaching methods*. ACER Press.

Williams, M. & Burden, R. L. (1997). *Psychology for language teachers: a social constructivist approach*. Cambridge University Press.

Wilson, K. & Lianrui, Y. (2007). *A social constructivist approach to teaching reading: turning the rhetoric into reality*. CELEA Journal (Bimonthly). Vol. 30.2001

Zhang, S. (2009). The role of input, interaction and output in the development of oral fluency. English Language Teaching. Vol. 2, No. 4, pp. 91-100.

Appendices

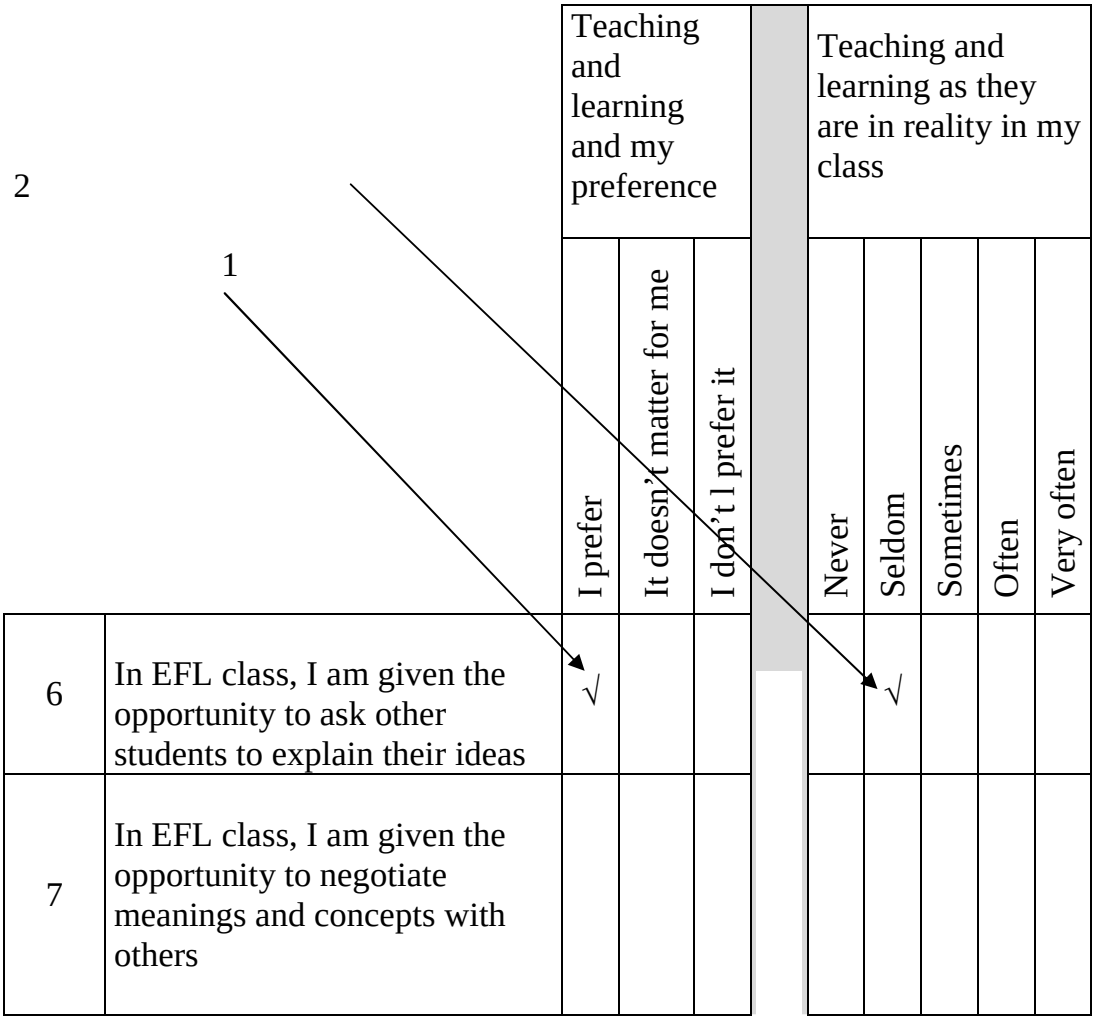
Appendix 1: *Questionnaire about Teaching and Learning Practices In EFL Classes*

Questionnaire about Teaching and Learning Practices In EFL Classes

To fellow students

This is a questionnaire about teaching and learning practices in EFL classes (English as a foreign language classes). Its major aim is to explore how English teaching and learning practices take place in your class. As such, it is a great pleasure to put in your hands this questionnaire hoping that you could help providing us with some of your own views about this subject. Your views will surely remain anonymous and confidential; it is highly guaranteed that any information you provide in this questionnaire will be exclusively limited to the objectives of the study and the person working on it. You will also have full right to draw back from giving your views at any time you see it necessary.

This questionnaire contains statements about practices that could take place in your English as a Foreign Language classes (EFL classes). You will be asked to respond to eighteen (18) questions. The questions are distributed in a table. The table contains three columns: one for examples of ***teaching and learning practices***, the second is about ***your preferences*** regarding how teaching and learning should be like. In this column you will choose between three choices: "***I prefer***", "***it doesn't matter for me***" or "***I don't prefer it***". However in the third column you will tell about the ***frequency of each practice in your classroom reality***. In other words, you will tell how often each practice takes place in your class. You will choose between five choices: "***never", "seldom", "sometimes", "often", or "very often***". You only need to tick in (√) the box that seems appropriate for you. This is an example of how you respond to our questions in the table:



Of course, this is not a test and there are no right or wrong answers. Your opinion is what is wanted.

Please, before you answer the questions in the questionnaire, we hope you would help fill in this section (in the next page) about your background information.

Background Information

Your faculty name: ……

Your grade:

1. First year ☐
2. Second year ☐
3. Third year ☐
4. Forth year; or, Master 1 ☐
5. Master 2: ☐

Now please respond to the statements on the next page.

	Teaching and learning practices	Teaching and learning as I prefer			Teaching and learning as they are in reality in my class				
		I prefer	It doesn't matter for me	I don't prefer it	Never	Seldom	Sometimes	Often	Very often
Scale 1	**Attitudes**								
1	I look forward to ELF lessons								
2	EFL lessons are interesting								
3	EFL lessons are a waste of time								
4	EFL lessons make me interested in learning								
5	EFL lessons bore me								
Scale 2	**Opportunities for Interaction**								
6	In EFL class, teachers provoke *teacher-students* interactions and negotiations of ideas and concepts in the class								
7	In EFL class, teachers provoke *student-student* negotiations of ideas and concepts in the class								
8	In EFL class, I am given the opportunity to negotiate meanings and concepts with others								
9	In EFL class, I am given the opportunity to initiate and provoke negotiations of ideas and concepts in the class								

10	In EFL class, I am given the opportunity to ask other students to explain their ideas									
Scale 3	**Opportunities for collaboration and sharing decisions**									
11	In EFL class, we (students) have the opportunity to work in groups									
12	In EFL class, we (students) have the opportunity to work in pairs									
13	In EFL class, we (students) have the right to decide how to do tasks : individually, in pairs or in groups									
Scale 4	**Conditioning interaction through classroom atmospheres**									
14	In EFL class, I am given the opportunity to demonstrate that I accept or refuse some of the ideas the teacher (or any student) brings into the lesson									
15	In EFL class, I learn that theories could be challenged by students' arguments									
16	In EFL class, teachers show respect towards ideas coming out from classroom discussions									
17	In EFL class, teachers value my prior knowledge and experiences as vital source of lesson content									
18	In EFL class, teachers praise multiplicity of ideas although they confront with their points of view and their ideas									

Appendix2: *content of the study group discussions (focus groups)*

Group one (1)

I am conducting a study about teaching methods and practices in EFL classrooms and I need some students to participate by answering some questions about the topic. That is why I hope you will help me do that. Your answers to my questions will remain strictly confidential and anonymous. I just want data for my work and its up to you if you want or you don't want to answer my questions.

My first question is:

Do you enjoy EFL classes? EFL means English as a foreign language. .. all classes, linguistics, or any class.

Sihem
Of course I enjoy EFL classes because I chose to be in English classes eehhh I find that English is very important and the language of our science? and it help us to communicate with other people and toooohh to know other […] how the other people live and the knowledge of the others eh so that's why I very enjoy […] the E.F.L class.

What about you please?

Afaf
For me I enjoy that so much in […] because I […] I like I liked English very much and it is my dream and ehhh it is also the first the first international language in the world.

So the second question, what are the negative and positive aspects that you remark in your classes? If you have any remark, positive or negative, concerning teaching and learning practices. Concerning teachers, the methodology and the content; any thing. So, what are the positive, in your opinion…what do you think is positive in your classes and what do you think it is negative? It means what interests you and what does not interest you in the classroom?

Sihem

I think that what interests me in the class is the oral expression is one what the most module that I love so much because we change ideas we change we […] we learn how to communicate and even we make even ehhh a mistake we learn how from our mistakes also we know how to speak in a formal way and otherwise in informal way also we have the written expression module this leads us tolearn how to write an effective essays, paragrapgh etc. so this very very help help us in our life and ehhh in our studies which not […]I am not pleased by the way by the module in American civ, ameriacan lit, I think that literature is little bit complicated […] however, we […] however we do our efforts more and more to learn and to […] understood. what the

teacher are […] what the teachers eee etc. […] otherwise […] otherwise that I think that […] its somehow interesting.
1.
Thank you. Ok. You please:

Afaf

for me the most interest module is like […] like what […] she said the oral expression because […] we learnt many things and we […] an we can exchange ideas and we can speak freely […] freely […] but the other modules I didnn't find it interested […]

For what reasons, may be?
because they are very hard I (laughing)

Do you like negotiation?

Sihem

Yes. personally I like it negotiation because in negotiation is very good way because […] I like I said it leads you to learn and to learn and […] otherwise to learn how to communicate with oth people tooo but the most thing that I diesn't like in EFL classes that teachers when teachers find special groups of people those people focus more on them and let the others however theothers, yes, have something to say but they ignore them as you say. this is my point of view.

Anyone agrees with her?

Yes I agree with her. Negotiation is good way because it let […] it lest the other to communicate to communication and also that all […]

Ok. Now the next question: Since you like negotiation, now you tell me are you given opportunities to negotiate in the classroom with all teachers?

Sihem

yes, yes, especially in oral expression. oral expression sometimes in written expression but others like the American civ, the british literature and […] it is not always.

How often is it present your classrooms?

Affef
For me sometimes

What are the reasons?

Sihem
I think may be it is the role of the students because some students are shy and didn't negotiate during the class and sometimes it is the role of the teacher because the teacher teaches depend from one to another sometimes we find that this teacher is an active teacher he wants to communicate freely with his students so he came with the idea that he will exchange ideas so it's not just the teacher. we lean from the teacher and teacher learns from us also. this depends on the teacher sometimes and on the students the learner sometimes.

Afaf
Some teachers worked only with the students who active and didn't give the opportunity to the other students. this is the main […]

What are the effects of the absence of negotiation on your learning and on your feelings?

Sihem
I think it will not create a good atmosphere of learning and didn't give the teacher, the students the opportunity to other wise to communicate with other people and even this student which high level but this student is just learning in a theoretical way not practical way. he is not focusing on the practical way. This point didn't help him in his development and his life.

Afaf
for me it is unjust way because sometimes we find students who want to share their ideas but teachers they didn't give them the opportunity to sahre this ideas or to make comments or anything.

What are you reactions?

Sihem
I will be anger angry. This affects negatively of course. so the students will be disappointed with his teacher otherwise he will not like even we don't like his teacher and he will get bored of the lesson.

In case the absence of interaction, do you see useful to be present in class?

Sihem
(Laughing) I prefer to stay outside
Why?
Because when I didn't share my ideas or I didn't […]

Nora
We have faced this and I think that it is would not work and the teacher should give us the ability and the chance to express ideas because we are students we are learning not that on the theoretical but we need practicing because we are learning a foreign language and and it is very hard to learn a foreign language because we are not a

native speaker. So we have to practice and we have to negotiate ideas to speak in oreder to a basic […] language.

When the lesson is based on transmission-reception style what are the effects on you as learner and person?

Sihem
It has not positive point. I think it is very negative because the students get bored, first of all, the second point we I think that students feel that he has a stock. he is just receiving information and sometimes this information he will be confused what is this. and I did not understand this information and the other information so I think that the student in class should negotiate exchange ideas to learn and not only on the theoretical way but also […]the ractical way, communicate tive way. this because as I said we are a student of English language.

Afaf
this is negative point because when students did not share ideas and didn't work in the class they feel boring and they feel that have not known value in the class they just they just listen as listeners and reception role […]

Group two (2)

I am conducting a study about teaching methods and practices in EFL classrooms and I need some students to participate by answering some of questions about the topic. That why I hope you will help me do that. Your answers to my questions will remain strictly confidential and anonymous. I just want data for my work and it's up to you if you want or you don't want to answer my questions.

For those teachers who you are not satisfied with, what do you see absent in their practices? What makes you not satisfied? What is missing in their teaching practices?

Sana
For me I see that […] a sense of motivation absent and they did not understand what we need and they just give us information […] those information we don't need they don't fill in our gaps, filling the gaps of our needs.

Kawthar
In my opinion the good atmosphere and the relations between the teacher and the students. It means may be […] When the teacher for example didn't prepare his lesson before he entered to the class. So when the the student ask the teacher doesn't can't answer and face a problem automatically. This is also negatively influence negatively.

Do you like negotiation?

Sana

I like it of course because negotiation and interaction give us opportunity to know more information to fill my gaps as I said. also to sometimes when I get negotiated engaged in negotiation, with the teacher, the point we are negotiating with leads us to the lesson, the next point we are going to discuss.

Kawthar

I do like negotiation I do like I do like the negotiation with the teacher because I find it useful and […]

Rihab

Me too I like it because it improves and facilitates the communication between thr teacher and students

Do you think that negotiation really exists in your classrooms?

Sana

In general this method is generally absent

Kawthar

In our class, I don't find it at all because the teacher thinks that his job is to give information for the students that's all.

Rihab

Yes I am agree also with her, its is absent

What do you think the reason is?

Sana

In my opinion I see that this problem is it is caused by the teacher and students at the same time. The student does not prepare his lessons so he cannot negotiate with the teacher and the teacher has belief in his mind that students is like a gap and it is going to be filled in by information.

Kawthar

I think the cause of this problem is the teacher wants only to finish his programme that's all. May be he believed that negotiation is a waste of time.

Now, when interaction is absent, what are the effects of its absence on your learning and feelings?

Sana

On me it has different effects negatively of course First it gets me bored with the lesson, so I am sometimes I get lost I don't understand what the teacher is saying about and I get sometimes not interested with the lesson. And also, it personally, the lesson it became meaningless fro me.

Kawthar
For me it provokes of self confidence; the student lack self confidence yes.

Rihab
For me […] it has a bad effect. It has a bad effect on you because it gets you bored first, and lost concentration with the teacher and […]

Group three (3)

I am conducting a study about teaching methods and practices in EFL classrooms and I need some students to participate by answering some questions about the topic. That why I hope you will help me do that. Your answers to my questions will remain strictly confidential and anonymous. I just want data for my work and it's up to you if you want or you don't want to answer my questions.

I want you to reflect on your teachers' ways of teaching, methods, how they teach you. So, what are the negative aspects that you see in the yays your teachers present their lessons?

Rabeb
in general, let's say I hate the way when the teacher starts reading the lesson, prepares the course and just read it and you have to take notes and […] I want the teacher to makes to make us think about the module about the subject about something like this, to make it funny to use untraditional ways like data shows, power point, funny games, I don't know…

Manel
About the teaching styles of teachers, there are some teachers who focused on one side throughout all the year. so we need some mix of teaching styles since students … don't have the same way the same way to understand and for me I am somehow an autodidact learner so I don't really rely on teachers explanation but try to search further […] than what the real teachers explain to us

You mean, probably, you are not satisfied with the ways you are beigng taught?

Rabeb
That is true

Manel
Yes

So, exactly can you tell me what you see absent in learning environments in your classes? What is missing? What is absent in the classroom: something you don't like?

Rabeb
The good relationship between teacher and students. as if some teachers, not all of them, they keep partition between us and them. you don't feel that like they are teaching you just like they are forced to do it, I am just reading my paper and I don't care about you. So it's not appropriate, I think.

Manel
May be I will say the practical part of the lesson they all time focus on the theoretical part only thinking may be it is a waste of times when they practice or […] something, but the students still needs to touch, to see and to cooperate with them but they only explain.

Do you like interaction in classrooms? Interaction, I mean, discussion between teacher-students and even between students-students.

Rabeb
Of course we do, it's the missing part
Manel
Yes, we do like it

Do you see that interaction is absent or present in most of the time in your classrooms? if I give you five frequency adverbs (never, rarely, sometimes, often and very often, which one do you choose for the frequency of interaction in your classrooms?

Rabeb:
I would have to say sometimes because some modules use this way or this method and some modules do not.

Manel
The bénéfique interaction rarely exists whereas the anarchy it's in tutorial way it's not good interaction all the time it is noisy only for the sake of noise.

In your opinion, those teachers who do not use negotiation in the classroom, what are the reasons?

Rabeb
First of all, may be because they see that students are not well prepared to be in here, in general and there are some reasons like the psychology of the teacher himself may be he feels like he is not able not able but, he doesn't want to present the lesson this way, so he just throw it or may be the module himself itself insidsts on this.

Manel
I would may be focus on the psychological side of the teacher. I think they I am not sure, thy have been taught this way, the same? they are teaching us and even if they try to master other ''yes'' they don't really master it. as if they are acting and it does not have its results.

So, when there is some sort of lack or absence negotiation in the classroom, what are the effects of that on your learning and motivation?

Rabeb
it is eassy, hating the moducle
Manel
Yes, as she said.

Do some teachers at least try to stimulate interaction?

Rabeb
Yes, a kind of from 2 to 3 teachers; in a scale from one to ten I give three on ten teachers try to stimulate.

Have you ever been to stimulate interaction by yourself? Were you given this opportunity, for example to pay the teacher's attention that something was missing?

Rabeb
No, even if I feel this, I would not have the courage to tell it.

Why?

Rabeb
I am afraid of the reaction of the teacher and the critics of students or classmates, or I would keep it to my self.

Manel
it's like impossible. as if the teacher is already made like this and shaped like this. We cannot change it. you want to give him a remark but he would like to tell you at this […] come and teach in my place.

Manel
Yes almost of the time they don't really understand us.

Group four (4)

I am conducting a study about teaching methods and practices in EFL classrooms and I need some students to participate by answering some of questions about the topic. That is why I hope you will help me do that. Your answers to my questions will remain strictly confidential and anonymous. I just want data for my work and its up to you if you want or you don't want to answer my questions.

What are the effects of the absence of negotiation on your learning and your feelings?

Brahim
The first affect of the absence of negotiation in s for me it I get bored in class. I start to think about things, I start to write songs on my copybook, and I won't be there in the class, even I am there physically. I write only the title and I look for it on the net and I prepare myself alone. But there is negotiation I am always there for negotiation and we talk about many points that interest me and the teacher and even my friends, and we end the course happy. However when it is the other type passive classroom I want sometimes I want to sleep.I am absent. Physically I am present abut with my head I am absent.

Maram
For me let's take the module of literature, for example, I made a decision for the module to not to be excluded for the module of the literature. This week I will be present like my friend says, physically present, and next week I will be sure I will be absent; then the other so on to not to be excluded from the module. Then I made the justification for three absences and I make a lot of absences in literature. Then if I attend the class, first of all, at the very beginning, I fell asleep then if I wake up I start to make fun of my classmates, to make noise, I am very noisy, rebellious, talkative, and I will do everything especially make fun of the teacher and I always prefer to stay in the back always in the back and start to make fun and as my friend said I write the title of the lesson and I will check it in the net […] We are disappointed.

Wissam
For example in literature at the very beginning before we study Shakespeare and Macbeth I told the teacher let's do Hamlet, I was insisting, please Hamlet, please please Hamlets and she was asking why and I said I love to analyse it in class because I love this play, I don't know why may be because everybody died at the end. and I wanted to do this but she insisted on doing whatever she wants and I think this is some kind of problem especially in literature because this is what we are studying you know it you are the teacher you know it but we want to do this because this will make us some kind of released and interested. And because she didn't listen to what I told her because she is fascists she did what she wants she made me not falling asleep but not interested the whole semester because it's not what I wanted it's not what I expected. Even if when she entered she is like, for hour and half talking and telling us the story […]I mean if you want to tell me the story only about what Shakespeare writes and how Shakespeare is genius and I don't know… he did this and this was killed there […]no […] I don't like it.

Brahim
We talked about the lack of motivation. In my case for example, before I was a student in here I used to work in a company and I dropped it all in order to follow another dream, but when I came here to university I was happy first of all : new phase in my life […] but I found the reality, I mean like the contrary. I wish I am still back in the company.

Sami
The absence of negotiation in classroom leads to a bad memorisation. I think the students would not memorise better the lesson and this leads to a bad mark at the exams and this is the problem now in university because there is not too much teachers here have a good didactic to teach , way of teaching to students.

Maram
for me if I feel that my point of view is manipulated in that I am like I said before oppressed and none take care of my point of view I tend to be rebellious and careless and try to do what I want. I hate to be imprisoned or something like that

Maram
Coming back to the module, I would like to narrate a story about oral expression: One day my friend and I I always negotiate. We negotiated with the teacher the way he is teaching us oral expression, and like my friend said […] so barriers and oral expression has no chance till now. Those people sitting here chose to remain silent and we were the two rebellious girls in front of the teacher, two rebellious girls who 'hate' the teacher and something like that. so, we paid for that and also we had a bad reputation, we always complain, we have very bad reputation […] intelligent students, very clever students chose to remain silent in order to get high grade and this is the reality and none said teacher they are right because it is said that it is not the way of learning oral expression and he is not competent teacher and we need what we will do and we will do […]

Brahim
when I criticise I must be polite […] but whenever I feel that the teacher will be aggressive with me I stop not because I am afraid from my point on something but sometimes I will pay alone […] in my case when I talked about the teacher who don't have the ability one of our good teachers of last year and he know me well he came to me and told me ''Brahim, my son, stay away from this because you will pay alone''.

Wissam
I think the problem is the overall policy of the universities like glorifying the teacher, thinking of the 70s […] we are the students of university, the power is in our hand and it is not about the teacher, it is about us who matters here and the most important thing is our education and we get what we came for and when I tell the teacher […] his method was like listening to track and like some kind of teacher 'puts you in a box'. Talk about this don't go every where, and I don't like that, I told her teacher, I don't like this don't put me in a box. I can't do anything with that and everybody agree with me, just they did not speak and I till now he doesn't say anything. I guess he always told me I am a girl that's supposed to join the army, but I don't think he has a problem with me because what I have said is: tell me, teach me the way that I get to what you are saying, don't do whatever you want to do because it's me who matters not you you are here to work and to […]

ملخص

تندرج هذه الدراسة في سياقها العام ضمن البحث المتخصص في تعليمية اللغات الأجنبية في المستوى العالي- الجامعي. وفي سياقها الخاص تتناول موضوع مدى حضور أو غياب الأساليب التفاعلية, أو الحوارية التشاركية في أقسام اللغة الإنجليزية و مدى تأثير هذا الغياب على الجانب النفسي للطلبة و كذلك أوجه أي تأثير محتمل.

وقد تم اختيار المجال البحثي لهذه الدراسة اعتمادا على ثلاث ملاحظات أساسية يمكن حصرها فيما يلي:

1- أن عموم البحوث المتعلقة بعلاقة الطرق التفاعلية بتعليم اللغات الأجنبية يطبعها تغليب التركيز على أهمية مثل هذه الطرق البيداغوجية في تطوير الكفاءة التعلمية اللغوية عند التعلم بمختلف أنواعها, بينما في المقابل يظهر على هذه البحوث قلة اهتمامها بعلاقة هذه الطرق البيداغوجية الحيوية و طبيعة تأثيرها على الأوضاع النفسية للمتعلمين.و بعبارة أخرى, تغليب التركيز على الجانب المعرفي و الكفاءاتي على الجانب النفسي عند تناول علاقة الحوارية و التشاركية بتعلم اللغات الأجنبية.

2- أن عموم هذه الأبحاث في تناولها لأهمية الطرق الحوارية في التعلم يغلب عليها التركيزعلى مزايا حضور الحوارية التشاركية في التعلم و في المقابل يظهر أنها قليلة الاهتمام بالاتجاه المعاكس و هو أثر غياب الحوارية بدلا من مزايا حضورها.

3- أن هذه البحوث في عمومها يبدو أنها أغفلت بعض العوامل الثقافية الخاصة بكل بيئة تعليمية /تعلمية خاصة ما يتعلق بالتركيبة الذهنية للمتعلمين ضمن كل سياق ثقافي منفرد و مدى تلاؤمه مع القناعات المتعلقة بنجاعة أسلوب تعليمي أو تعلمي ما و عدم نجاعة أسلوب اخر بما في ذلك التصور المتعلق بنجاعة الحوارية و التشاركية كطريقة بيداغوجية في تعلم اللغات.

هذه الجوانب الثلاثة شكلت المحددات الأساسية لنقطة البحث في هذه الدراسة. فالتسليم جدلا بصحة هذه النقائص الثلاثة في البحوث المتعلقة بموضوع أهمية الطرق الحوارية التشاركية في تعلم اللغات يمكن أن يرشح عنه مجال حيوي جديد للبحث يمكن تسليط الضوء عليه في سبيل الوصول الى نتائج جديدة في هذا المجال الحيوي في علوم البيداغوجيا بشكل عام و بيداغوجيا اللغات الأجنبية بشكل خاص. و بعبارة أخرى فإن مقابلة هذه الادعاءات الثلاثة يمكن أن تخلص الى الادعاء التالي:

أن البحوث المتعلقة بعلاقة الطرق الحوارية التشاركية بتعلم اللغات الأجنبية غلبت التركيز على (1) مزايا الحوارية و التشاركية في تطوير (2) الكفاءات التعلمية اللغوية للمتعلمين و أغفلت الى حد ما الأثار السلبية المحتملة (أ) لغياب الحوارية و التشاركية على (ب) نفسية المتعلمين خاصة في المستوى العالي.

وهكذا فمجال البحث في هذه الدراسة ينحصر بين العاملين (أ) و (ب) و يبحث في مدى تأثير غياب الحوارية و التشاركية في واقع البيئة التعليمية/التعلمية الخاصة بأقسام اللغة الإنجليزية في الجامعة الجزائرية. كما يبحث قبل ذلك في مدى حضور أو غياب هذه الطريقة على أرض الواقع سواء على المستوى الذهني للمتعلمين أوعلى المستوى الاجرائي التطبيقي في واقع التعليم و التعلم.

و يمكن تفصيل الهدف العام لهذه الدراسة الى هدفين جزئيين متكاملين:

- الهدف الأول هو استطلاع واقع بيئة التعلم داخل أقسام اللغة الإنجليزية – كلغة أجنبية – بالجامعة الجزائرية من حيث حضور أو غياب الأساليب الحوارية التشاركية كأسلوب بيداغوجي أثناء التعليم و التعلم. و هذا الحضور على مستويين متكاملين: المستوى الأول مفاهيمي اعتقادي تصوري أو ذهني ما يعني أنه يتعلق بمدى وعي طلبة اللغة الإنجليزية بأهمية الطرق الحوارية في تعلم اللغة و كذلك مدى اقتناعهم بنجاعتها و استعدادهم لتبنيها كطريقة بيداغوجية للتعلم . أما المستوى الثاني فهو واقعي اجرائي يتعلق بتقصي مدى الحضور الفعلي لهذه الطرق الحوارية التشاركية في واقع القسم كإجراءات تعليمية و تعلمية ملموسة سواء بين الأساتذة و الطلبة من جهة أو بين الطلبة أنفسهم.
- أما الهدف الثاني فهو استكشاف مدى تأثير غياب الحوارية و التشاركية داخل اقسام اللغة الإنجليزية على نفسية الطلبة و طبيعة أوجه الأثر المحتملة .

وقد تم ترجمة هذين الهدفين الي سؤالين اثنين للبحث:

1- ما مدى حضور أو غياب مفهوم الحوارية و التشاركية في اقسام اللغة الإنجليزية في الجامعة الجزائرية سواء على المستوى الذهني للطلبة أوعلى المستوى الاجرائي للتعليم و التعلم؟
2- هل هناك اي أثر لغياب الحوارية و التشاركية في أقسام اللغة الإنجليزية بالجامعة الجزائرية على الجوانب النفسية للطلبة؟ و ما هي أوجه أي أثر محتمل؟

و للإجابة على هذين السؤالين اعتمدت الدراسة في جمع المعطيات على أداتين اثنتين: الأداة الأولى كانت في شكل استبيان تم توزيعه على عينة من أربعة و خمسين (54) طالبا و طالبة جامعية – تخصص إنجليزية - من مختلف المستويات و الجنس. أما الأداة الثانية فكانت عبارة عن سلسلة جلسات حوارية متفرقة مع عينات أخرى من طلبة اللغة الإنجليزية بالجامعة. أما الاستبيان فقد تكفل بجمع المعلومات الخاصة بسؤال البحث الأول بينما تكفلت الجلسات الحوارية بجمع المعطيات حول سؤال البحث الثاني.

و بعد جمع المعطيات و فرزها و تحليلها رشح عنها ما يلي:

1- أن الحوارية و التشاركية في تعلم اللغة الإنجليزية تشكل أحد الطرق المفضلة عند طلبة الإنجليزية في الجامعة الجزائرية و أن الطلبة المشاركين في الاستبيان أبدو استعدادا كبيرا و قابلية عالية لتبني الحوارية و التشاركية كطريقة بيداغوجية لتعلم اللغة الأجنبية.

2- بينما في الواقع الإجرائي لأقسام اللغة الإنجليزية فقد بينت النتائج أن الطلبة لا يحظون بالقدر الكافي لفرص الحوار و التشارك أثناء العملية التعلمية في اقسام اللغة الإنجليزية. فقد أبانت النتائج الغياب الواضح لأسلوب الحوارية بين الأساتذة و الطلبة كما بين الطلبة أنفسهم حيث عبروا على أن البيئة التعليمية/التعلمية يغلب عليها طابع التلقين المباشر للمعارف من طرف الأستاذ بينما تغيب الى حد كبير فرص التعبير الحر من طرف الطلبة كما تغيب فرص المبادرة و اثراء المقررات التعليمية بالنقاش و المحاججة العلمية من طرف التلاميذ كما الأساتذة .

كما بينت نتائج البحث عبر جلسات الحوار أن غياب الحوارية و التشاركية في اقسام اللغة الإنجليزية لها أثار سلبية بالغة على الأوضاع النفسية للطلبة. و من هذه الاثار تم فرز ما يلي:

أ- الملل: حيث عبر الكثير من المشاركين في جلسات الحوار الخاصة بالدراسة أن الملل سمة تغلب على الاقسام التي تغيب فيها فرص الحوار و التشاركية في بناء الدرس سواء في مضمونه أو في طرق تسييره.

ب- نقص الحافز للتعلم: حيث ابدى الكثيرون امتعاضهم من الدروس الجافة التي يسيطر عليها الأستاذ عن طريق التلقين المباشر.

ت- نقص الاهتمام: حيث عبر الكثير من المشاركين أن الاهتمام بالدرس و المادة العلمية و التعلم يعتمد بالأساس على مدى اهتمام الأستاذ بالطالب كعنصر اساس في بناء محتوى الدرس و ذلك بإعطائه الفرص الكافية للتعبير عن صوته و نظرته لمختلف المفاهيم التي يدرسها و كذلك فيما يخص الخيارات الخاصة بطرق التعلم ذاتها.

ث- النظرة السلبية للذات: حيث عبر بعضهم على انعكاس المكانة التي يوليها الاستاذ للطالب على نظرة الطاب لنفسه و لقدراته. فكلما وضع الأستاذ الطالب في موقع المتلقي كلما انعكس ذلك سلبا على نظرة الطالب لنفسه و لقدراته بطريقة سلبية.

ج- سوء نوعية البيئة التعلمية: حيث يصبح القسم, حسب الكثير من المشاركين, مكانا للملل و عدم الاهتمام و الاحباط وسط المتعلمين و ذلك لغياب الحافز الذي يكمن حسب قولهم في وجود دور للطالب في ادارة شؤون التعلم و التأثير في محتوى المادة التعليمية بالنقد و المحاججة.

ح- سوء العلاقات الاجتماعية داخل القسم: حيث أكد المشاركون على أن الأقسام التي تغيب فيها الحوارية و التشاركية فيما يخص ما يتعلمونه وكيف يتعلمونه عادة ما تنتشر فيها مظاهر انحراف السلوك داخل القسم كردة فعل لغياب القيمة الأساسية للطالب داخل القسم و هي المشاركة في صياغة المعرفة حسب تعدد الأفكار و الرؤى من فرد لأخر كما أن انفراد الأستاذ بالمادة العلمية و انحصار دوره في التلقين يلغي القيمة الحقيقية للطالب, حسب قولهم, مما يؤدي الى ردود أفعال سلبية.

خ- النظـــرة الســـلبية للمـــادة العلميـــة و لبيئـــة الـــتعلم: حيـــث أن كـــل هـــذه الأثـــار الســـلبية الســـابقة حســـب المشـــاركين تـــؤدي الـــى الاحبـــاط و اتخـــاد موقـــف ســـلبي مـــن كـــل مـــا يـــربطهم بمقاعـــد الدراسة.

و عليه يمكن تلخيص نتائج الدراسة في نقاط ثلاث:

1- الحوارية اسلوب مفضل عند طلبة اللغة الإنجليزية في الجامعة الجزائرية
2- فـــرص الحواريـــة والتشـــاركية محـــدودة فـــي أقســـام اللغـــة الإنجليزيـــة فـــي الجامعـــة الجزائرية
3- نقـــص فـــرص الجزائريـــة والتشـــاركية لـــه أثـــار ســـلبية بالغـــة علـــى الأوضـــاع النفســـية و السلوكية للطلبة.

و فـــي الحقيقـــة فـــان نتـــائج هـــذه الدراســـة يمكـــن أن تكـــون ذات قيمـــة علميـــة واجتماعيـــة علـــى حـــد ســـواء يمكـــن الاســـتفادة منهـــا مـــن طـــرف أســـاتذة اللغـــات الأجنبيـــة فـــي الجامعـــة الجزائريـــة. و يمكـــن تلخيص هذه القيمة فيما يلي:

- قيمـــة علميـــة تربويـــة: و ذلـــك أن أســـاتذة اللغـــة الإنجليزيـــة يجـــدر بهـــم أن يـــدركوا أن البيئـــة التعليمية/التعلميـــة فـــي الجزائـــر يمكنهـــا أن تتجـــاوز النمطيـــة الموروثـــة فـــي التعلـــيم و الـــتعلم و القائمـــة علـــى اســـاس التلقـــين المباشـــر و التلقـــي الســـلبي بـــين الأســـتاذ و الطالـــب, و الانتقـــال مقابـــل ذلـــك الـــى أســـاليب جديـــدة تعتمـــد علـــى محوريـــة المـــتعلم قبـــل المـــادة العلميـــة. وهـــذا بوســـعه أن يســـهم فـــي تطـــور المـــتعلم علـــى المســـتوى المعرفـــي والكفـــاءاتي علـــى حـــد سواء.
- قيمـــة اجتماعيـــة حضـــارية: و ذلـــك لأن الحواريـــة و التشـــاركية يمكـــن أن يكـــون لهـــا لـــيس فقـــط قيمـــة علميـــة و تكوينيـــة للمـــتعلم كطالـــب للغـــة الإنجليزيـــة بـــل يمكـــن أن يكـــون ســـببا فـــي غـــرس ثقافـــة جديـــدة تتجـــاوز البيئـــة التعلميـــة الـــى البيئـــة الاوســـع المتعلقـــة فـــي تعـــايش الطالـــب كفـــرد مـــن المجتمـــع مـــع الكتلـــة الاجتماعيـــة التـــي يعـــيش فيهـــا بأفكـــار جديـــدة محتواهـــا التحـــرر الفكـــري و تقبـــل الاخـــر و الابتعـــاد عـــن التعصـــب و الحجـــر علـــى افكـــار الغيـــر. كـــل هـــذا يمكـــن أن يغـــرس فـــي الطالـــب مـــن خـــلال فـــرص الحواريـــة و التشـــاركية التـــي يحظـــى بهـــا فـــي القســـم الـــذي هـــو محضـــن رســـمي يمكـــن أن يكـــون أمثـــل مكـــان لـــتعلم مثل هذه القيم الاجتماعية العالية.